



*Sparkling young minds through scholarship, creativity, and community.*



1-50 51st Avenue  
Long Island City, NY 11101  
Main Office: Room 311  
718-609-3300  
Parent Coordinator: [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov)  
[www.hunterspointcms.org](http://www.hunterspointcms.org)

***Manual del Estudiante y Familias En Español***

*Si necesita asistencia en español, por favor póngase en contacto con la coordinadora de padres al 718-609-3300 ext 3113 o [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov)*

# Welcome to HPCMS!!

Dear Students and Families,

Our staff is thrilled to welcome you to the Hunter's Point Community Middle School! We look forward to having an incredible year together.

Our Mission: At Hunter's Point Community Middle School, our goal is to spark young minds through scholarship, creativity, and community. We believe that each young person has unique talents and perspectives that can be fully developed within a rigorous, inclusive, and equitable setting. We unequivocally support Black lives and the dismantling of all systems that propagate and empower systemic oppression against all marginalized people. Our students are consistently asked to collaborate, think critically, problem solve, and develop a growth mindset to prepare for college, career, and active engagement in our democratic society.

We ask that you challenge yourself, stretch past your comfort zone, and explore the world with us.

This handbook includes many school policies and procedures aligned to the [New York City Department of Education's \(NYC DOE\) Chancellor's Regulations](#). We expect all students to respect these regulations with the support of their families and our staff. As a result of this respect, our school community will be a place where all students can develop themselves as scholars and creative thinkers.

The electronic version of this handbook contains many useful links for more information. To access the electronic version please visit our website at [hunterspointcms.org](http://hunterspointcms.org). After reviewing this handbook, please complete the [HPCMS School Policy & Handbook Form](#).

*\*\*Si necesita asistencia en español, por favor póngase en contacto con la coordinadora de padres al 718-609-3300 ext 3113 o [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov).*

Sincerely,

The Hunter's Point Community Middle School Staff

# Table of Contents

Welcome	2
Top 10 Tips to Succeed at HPCMS!	4
School Contacts	5
Get Involved	7
School Calendar & Dates	7
Medical/Health Information	8
Guidance Counseling & Social-Emotional Health	9
Health & Wellness Resources	10
HPCMS Policies	12
<a href="#">School Procedures &amp; Expectations</a>	13
Busing	15
Bus Contract	16
Discipline Code	17
Dress Code	18
Electronic Device Policy	19
Elevator Policy	21
Library Media Center Policy	22
Locker Guidelines	23
Metrocards	24
Academic Honesty Policy	25
HPCMS Academics	26
Curriculum	27
Instructional Model & Schoolwide Standards	29
Academic Expectations & Grading Policy	30
Standards-Based Grading	31
JumpRope	32
Google Classroom	34
Student-Led Conferences (SLCs)	35
iReady	36
Homework Policy	37
Academic Supports	39
Students with Disabilities	40
District 75 Special Education Inclusive Services	42
English Language Learners	43
Testing	44
After School & Extracurricular Activities	45
High School Admissions	47
Student & Family Handbook Acknowledgement Form	49

## Top 10 Tips to Succeed at HPCMS!

- 1. Create a routine.** Middle Schoolers NEED structure and consistency. Establish a consistent bedtime and turn off electronics before bed. Practice Mindful Breathing together instead. Start a morning ritual so your child can eat a healthy breakfast. Allow free time. Remember that teens also need time to unwind. Allowing them to replenish their energy levels will help foster their ability to manage stress and become resilient.
- 2. Check in daily about HW & upcoming projects.** Don't take "nothing" for an answer. Review your child's planner together and help them plan for due dates. Check Google Classroom for upcoming assignments, current assignments and missing work. Check JumpRope for current grades. More information can be found in our [Google Classroom](#) and [JumpRope](#) sections. Follow up with your child's advisor if you have any questions or concerns about accessing assignments, homework, or grades!
- 3. Cultivate your child's love of language.** Research shows that academic and career success are directly linked to literacy levels. Make sure your child is reading an appropriate level book they enjoy every day for at least 30-45 minutes. Read a book next to them, ask them about the content, themes, and vocabulary they are reading, have discussions about current events that integrate word generation words.
- 4. Read through this HPCMS Handbook together.** Reinforce our school focus on persistence and grit. Help your child understand that work can be challenging and it's OK to struggle. Make sure they know they need to ask for help if lost or overwhelmed.
- 5. Build relationships with Counselors, Teachers, and Administration.** While we pride ourselves on constant contact with families, please reach out and check in on how your child is progressing. Let us know if any major changes or losses have occurred.
- 6. Acknowledge your child's efforts and feelings.** Show confidence in your child's abilities and praise them for their successes. If your child shares that they are working their hardest and their grades are still below your expectations, collaborate with your child's teachers and guidance counselor to see what supports are available. Openly discuss your child's feelings about school and activities. Encourage solution-oriented and growth-mindset thinking.
- 7. Make it clear that all school rules and policies must be followed.** Students need to hear consistent expectations from all the adults working to support their success.
- 8. Know your child's friends and their parents.** Peer relationships are a major part of student development. Allow your child independence, but be informed about who they are spending time with both in-person and online. Have conversations about what emotions these friends bring up in your child. Know who will be supervising your child when they are away.
- 9. Attend all Student-Led Conferences.** SLCs teach kids how to articulate their growth and areas still in need of progress. Help support them by being there. SLCs take place in November and March. Learn more in our [SLC section](#).
- 10. Get Involved!** Participate in the PTA, chaperone trips, volunteer for art programs, and attend sporting events. Our kids are AMAZING for a reason...they have dedicated parents. For more information contact our Parent Coordinator at [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov).

## School Contacts

[www.hunterspointcms.org/home/meet-our-staff](http://www.hunterspointcms.org/home/meet-our-staff)

For information about our staff, visit our website at the link above! All emails and roles are up to date but please reach out to [rquarnaccia@schools.nyc.gov](mailto:rquarnaccia@schools.nyc.gov) if something looks incorrect.

## Get Involved!

[www.hunterspointcms.org/families](http://www.hunterspointcms.org/families)

There are many ways to get involved in our community.

- **Weekly Newsletters** - These grade-specific email blasts are sent out every Friday there is a full school week and they include important announcements and information. Please go to your [NYCSA Account](#) to make sure your email is correct or email our parent coordinator at: [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov).
- **Parent Teacher Association (PTA)** - Our wonderful PTA meets monthly (usually the last or second to last Thursday of every month). They help fundraise, plan school events and support our clubs. Visit their website at [hpcmspta.square.site](http://hpcmspta.square.site) to learn more and donate!
- **School Leadership Team (SLT)** - The SLT consists of administrators, teachers, parents and students. They meet monthly to discuss school culture and systems. Email our parent coordinator, Ms. Isabel Lopez at [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov), to learn more.
- **Contacting Staff:** All staff should return emails and calls within 5 school days. Please reach out to Admin with any communication concerns.

## School Calendar & Dates

[Hunter's Point Community Middle School Family Calendar](#)

Details about celebrations, concerts, special trips, etc. will be added to our website and through e-mail and paper notification as our school year continues. You can access the [Google Calendar here](#) or on the school website at [hunterspointcms.org](http://hunterspointcms.org). If you have any questions about specific dates, you can email our parent coordinator Isabel Lopez at [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov)



# Medical/Health Information

## Nurse Contact

Room 246, x2464

## Medical Information

- Emergency Contact Cards: All current medical information should be on file with the school. Please be sure that you have filled out a complete emergency contact form on paper and on your [NYCSA Account](#).
- Medication: Please be aware that students may take medication in school if there is:
  - Written permission from parent or guardian; and
  - Written statement from prescribing physician with dosage; and
  - Original dated medication bottle which contains a legible label
- Immunization: The New York State Department of Education and the Board of Health require that documentation be secured proving that all students who come to school are fully immunized. We are required to exclude students if they are not immunized and do not have documentation from a physician indicating that they have received all required immunization. For more information regarding immunization, please read this [updated DOE letter to families](#) (April 2024) from the [Health Forms DOE Page](#), visit the [DOE website](#) at [schools.nyc.gov/school-life/health-and-wellness/immunizations](https://schools.nyc.gov/school-life/health-and-wellness/immunizations), or contact Veronica Poe at [vpoe@schools.nyc.gov](mailto:vpoe@schools.nyc.gov)
- Elevator: Students with a medical situation that does not allow them to take stairs will receive an Elevator Pass. Please have them bring in a doctor's note explaining the nature of the situation which will be kept on file in the school office. More information on elevators can be found in the [Elevator Policy](#) section of this handbook.
- Medical Emergency: If your child experiences a medical emergency, the school will take appropriate action including contacting the family and/ or EMS as necessary. If a student becomes ill or is involved in an accident during the school day, the school nurse in conjunction with school administration will determine if the child should be sent home and will contact the parent/guardian. Failure to reach the parent/guardian will result in a call to an alternate person listed on the [emergency contact card](#).

## School Counseling & Social-Emotional Health

[www.hunterspointcms.org/student/guidance](http://www.hunterspointcms.org/student/guidance)

Stephannie Samuel (7th & 8th School Counselor)  
Email: [ssamuel29@schools.nyc.gov](mailto:ssamuel29@schools.nyc.gov)  
718-609-3300, ext. 3081

Julisa Liz (6th Grade School Counselor)  
Email: [jliz3@schools.nyc.gov](mailto:jliz3@schools.nyc.gov)  
718-609-3300, ext. 3082

Rachel Harris (Social Worker)  
Email: [rharris38@schools.nyc.gov](mailto:rharris38@schools.nyc.gov)  
718-609-3300, ext. 3082

For the 2025-26 year, our school counselors support the individual academic and social needs of every HPCMS student. They are the service providers for students with counseling services on their Individualized Education Plan (IEP) and will advocate for families throughout the IEP annual review process. They also see students referred by families, teachers, restorative coaches, or themselves for support with academic or social concerns. Counselors often collaborate with teachers and students within the classroom, individually, or in small groups to support positive community behaviors and practices of reflection, self-regulation, and goal-setting. They also provide outreach and referrals to outside therapists, psychologists, parent education, community-based organizations, mentors, and academic support by recommendation and request.

The role of our school counselors and social workers is to help cultivate the mental, emotional and physical well-being of students tied to their experiences as learners and community members. Students are made aware of the following information on the counseling process:

- Counseling is a tool to help students with social, emotional, and academic goals provided in a group or individual setting. Students and families will be informed of goals and referred to services for additional support if interested.
- Counseling has behavioral expectations in line with the HPCMS standards. We foster a safe environment with an emphasis on honesty, listening, and respect using techniques that are adaptable to each child's learning and communication style.
- All students in counseling have a right to confidentiality when discussing matters in counseling, EXCEPT in cases of ANY reference of harm to themselves or others. In these cases, counselors will reach out to appropriate individuals to ensure the safety of the child and community.
- Counseling referrals and guidance interventions are made by students for themselves, teachers, restorative coaches, and families, and are often used as a support tool in developing community behavior, mediating or mitigating conflict, and providing social and interpersonal skills for success in the school environment.

School counselors and social workers also serve in roles to support school operations, safety, high school admissions, and school culture matters and are often present at entrance, dismissal, and cafeteria. To connect with the counselors for any concerns or interest in support, please email or call with your availability for a meeting so they can discuss your matter with proper attention, time, and privacy.



# Health & Wellness Resources

[www.hunterspointcms.org/student/guidance](http://www.hunterspointcms.org/student/guidance)

Stephannie Samuel (7th & 8th School Counselor)

Email: [ssamuel29@schools.nyc.gov](mailto:ssamuel29@schools.nyc.gov)

718-609-3300, ext. 3081

Julisa Liz (6th Grade School Counselor)

Email: [jliz3@schools.nyc.gov](mailto:jliz3@schools.nyc.gov)

718-609-3300, ext. 3082

## Additional Resources for Families:

**Applying for a Shelter:** All families with children must apply for shelter at DHS' **Prevention Assistance and Temporary Housing (PATH)** intake center at 151 East 151st Street Bronx, NY

- PATH is open 24 hours per day, including weekends and holidays.
- PATH processes applications during business hours (9 AM to 5 PM)
- The main telephone number for PATH is **718-503-6400**

**Big Brother/Big Sister Mentoring Program is available to children 7-17 years old (212-686-2042 or <https://www.bigsnyc.org/enroll-your-child>):** This program can pair up your child with a positive role model to help with improving grades, communication skills, and confidence. An adult friend to help with problem-solving and making good choices. Mentors take their mentees to the movies, museums, parks, attend sporting and cultural events, and explore all that NYC has to offer.

**Child Abuse Reporting in NYC:** If you suspect a child is being abused/mistreated/neglected reach out to Ms. Muñoz or Ms. Ortiz. If you feel it can't wait, call the General Public & Non-Mandated Reporters line: **1-800-342-3720** or call **911** if a child needs help right away.

**Dial A Teacher:** If you and your child need free help with homework during after-school hours, you can call **1-212-777-3380**. A NYC DOE teacher will help with Reading, Math, Writing, and Science subjects. They speak multiple languages including Spanish, Italian, Chinese, French, Haitian-Creole, Greek, Hebrew, Korean, and Russian. Call on Monday-Thursday 4:00-7:00 PM.

**Drug Abuse Hotline:** 1-800-522-5353

**Family Resource Centers:** Provide parent-to-parent support from specially trained staff who are aware of problems families have with children with emotional/behavioral difficulties. Provide education, support, and advocacy to parents.

Manhattan North: 212-410-1820/Manhattan South: 212-964-5253

Queens West: 718-651-1960/Queens East: 347-644-5711

Brooklyn North: Brooklyn South: 347-394-5186



**Food & Hunger Hotline: 1-866-888-8777 or call 212.566.7855 or visit [foodbanknyc.org/get-help](http://foodbanknyc.org/get-help)** to find food pantries in your area according to zip code.

**HiteSite:** <http://www.hitesite.org>

Provides resources to Educational & Employment agencies; Financial Assistance; Food assistance; Healthcare & Medicine; Hotlines; Housing & Homeless Services; Immigrant Support; Mental Health & Substance Use; Social Supports & Services; Youth & Family Services.

**LawHelp:** [www.lawHelp.org](http://www.lawHelp.org) Provides resources to organizations/agencies that can provide free or low-cost legal services. You can pick the type of law you need support with and will categorize it

**LGBTQ Network (718) 514-2155:** [qccenter@lgbtnetwork.org](mailto:qccenter@lgbtnetwork.org) 37-18 Northern Boulevard Suite 107 Long Island City, NY 11101: Provides support LGBTQ youth, adults, and families.

**NYC Well: 1-888-NYC-WELL (1-888-692-9355)/Text “Well” to 65173**

**Website:** <http://nycwell.cityofnewyork.us/en/>

- Toll-free and confidential mental health information and referral line with access to mobile crisis teams
- Can provide a list of mental health referrals in your area
- Staffed by trained Social worker 24/7, 365 days per year
- Available in about 200 + languages
- Borough-wide Child Mobile Crisis teams are available if you are concerned about your child and need mental health professionals to visit your home for support and refer you to outside resources.

**Rape & Sexual Assault:** 212-227-3000 or call Sexual Assault & Violence Intervention 212-423-2140

**Safe Horizon Hotline (1-800-621-4673):** Available to support individuals/families involved in domestic violence situations. Can provide emotional support as well as housing alternatives, and a safety plan. Hotline available 24 hours a day/7 days a week and 365 days a year.

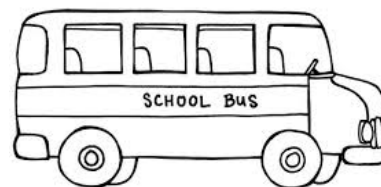
**Student Privacy Note:** The DOE takes the confidentiality of information about students very seriously. [Chancellor’s Regulation A-820](#) protects students’ “personally identifiable information” (PII). It also places responsibilities on the DOE and outside parties that are given access to students’ PII, including the requirement for the DOE and schools to provide families with the following annual notices:

- [Annual FERPA Notification](#) (scroll to the bottom of the page for parent letter and translations), [Parent Bill of Rights for Data Privacy and Security](#), and [Annual Protection of Pupil Rights Amendment \(PPRA\) Notice](#) (new).

*For questions, please email [studentprivacy@schools.nyc.gov](mailto:studentprivacy@schools.nyc.gov)*

# HPCMS Policies

# School Procedures & Expectations

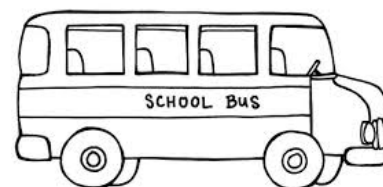


Sample Bell Schedule (schedules can be found on our website)

6th Grade	7th Grade	8th Grade	PERIOD	
8:05-8:10	8:10-8:15	n/a	Morning Lockers for 6th, 7th, & 8th Grade	
8:10 - 9:10	8:15 - 9:15	8:20 - 9:15	Period 1	
9:10 - 10:10	9:15 - 10:15	9:15 - 9:20 9:20 - 10:20	Period 2	
10:10 - 11:10	10:15 - 11:15	10:20 - 11:20	Period 3	
11:10 - 11:50	11:15 - 11:55	11:20 - 12:00	Grade 6 & 7 LUNCH	Grade 8 ADVISORY OR CEREBRAL DIVERSITY
11:50 - 12:30	11:55 - 12:35	11:00 - 12:40	Grade 6 & 7 ADVISORY OR CEREBRAL DIVERSITY	Grade 8 LUNCH (lockers with pass)
12:30-1:30	12:35-1:35	12:40-1:40	Period 4	
1:30 - 2:30	1:35 - 2:35	1:40 - 2:40	Period 5	
2:30	2:35	2:40	Dismissal, Afternoon Lockers, Bus Departure	

Students at HPCMS are responsible for their learning as well as for creating a positive school culture. All HPCMS students are expected to do the following:

- **You must attend all of your classes and complete all classwork and homework on time.** This is absolutely essential. If you do not complete your work you should expect to seek support as needed to finish important projects, tests, and tasks.
- **You are expected to ALWAYS be courteous, kind, and safe:** when you are on the street surrounding the school and when you enter the building; maintain full respect for store owners and people around you; when you are traveling from the buses or trains to our school. Your social media presence impacts our community as well. Remember, you represent HPCMS!
- **If you are not seated in class by your first period, you will be issued a late pass.** This lateness will be added to your record; it will only be excused if you bring in a written note from a medical office or a parent/guardian provides a written explanation of a transit delay or some other justified excuse. Repeated latenesses will result in limited privileges and follow up from school staff. OPT Busing issues are also excused. Attendance information can be found through your NYC Schools Account which can be found at [mystudent.nyc](https://mystudent.nyc). For more information regarding the DOE's attendance and lateness policy please



visit [schools.nyc.gov/StudentSupport/StudentAttendance/Schools](https://schools.nyc.gov/StudentSupport/StudentAttendance/Schools)

- When you enter the building in the morning, you must do the following:
  1. **Manage your electronics: cell phones, headphones, electronic games.** All electronics must be turned off, stowed away, and out of sight. You will have a chance to secure these items in your locker after breakfast and before your period 1 class.
  2. **Food and drinks are not permitted outside of the cafeteria.** Students may only carry water in sealable non-glass bottles in the classrooms.
- **Hall passes** will be administered by teachers and staff for the use of the bathroom, water fountain or main office through use of the planners. Hall passes must be carried by the student at all times. If you need to go to the Nurse, your teacher must provide you with a pass to the main office where they will write and record the pass. The **bathroom is closed** during the first and last ten minutes of each class. No passes will be administered during this time.
- Fire and Evacuation Drills, as well as Lockdown Drills, are expected to occur on a regular basis. Students should follow the procedures set by their teacher. **All drills are a safety precaution and are taken extremely seriously.**
- **Textbooks, Chromebooks, and iPads are considered school property** and are to be treated with respect. Textbooks that go home will be signed out. If textbooks are returned in poor condition, families will be charged to replace the text at its full cost. All of the above will apply to library books and class novels as well.
- **Field trips are a crucial part of the Hunter's Point Community Middle School learning model.** At HPCMS we take advantage of the many opportunities NYC has to offer to strengthen the understanding of key concepts and topics covered within our curricula. Field trips will help students make important connections between content and everyday life. Students must be in good academic and behavioral standing in order to participate in any field trip activity. If students miss a field trip they are expected to make up any related assignments. All students must have a signed consent form from a guardian to leave school grounds and participate in any field trip activity.
- **Lockers at HPCMS are considered a privilege** that each student will be granted after signing the locker contract at the beginning of the school year. Students are only allowed to go to their lockers during designated times. If students break the locker contract reviewed on the first day of school, their locker privileges will be revoked. Any member of the administrative team reserves the right to search lockers if there is an immediate safety risk. To learn more, please review the [Locker Guidelines](#) section of this handbook.

## Attendance

Here at Hunter's Point Community Middle School, we recognize the significant impact that attendance has on academic performance. Being present in school ensures vital lessons aren't missed and it gives students the opportunity to build relationships that contribute to our enriching school community. As you may know, if a child has on average more than 2 absences per month for the entire school year, it means they are placed on a city wide chronically absent list. Our attendance team, headed by our Pupil Accounting Secretary, Ms. Veronica Poe, will conduct additional outreach throughout the year for students who are chronically absent.

Here are some reminders for success:

- **If your child is not seated in class by first period, they must get a late pass from the first floor or from the main office.** It is important for students to be on time for class so they don't miss valuable academic instruction. There will be additional incentive passes throughout the year to reward students who are consistently on time to school. Checking in with the main office for a late pass is also to ensure their attendance is counted correctly.
- **Make sure you have an updated cell phone number in <https://mystudent.nyc/>.** This is so that our automated system can notify you of your child's absence.
- **Attendance information can be found through your NYC Schools Account which can be found at [mystudent.nyc](https://mystudent.nyc/).** For more information regarding the DOE's attendance and lateness policy please visit [schools.nyc.gov/StudentSupport/StudentAttendance/Schools](https://schools.nyc.gov/StudentSupport/StudentAttendance/Schools)
- **Communicate absences!** If your child is going to be absent, please email their advisor and Ms. Poe at [vpoe@schools.nyc.gov](mailto:vpoe@schools.nyc.gov) or call the main office at 718-609-3300. If you have a concern about attendance data or have a written note or documentation for absences, please make sure it gets to Ms. Poe in the main office.

## Busing

### Stop-to-School Transportation (Yellow Bus)

Students using this type of transportation are assigned to a safe, predetermined bus stop at an intersection by school staff. Students use the same stop for both morning pick-up and afternoon drop-off. Bus route information includes pickup and drop off times and students must be at the stop when the bus arrives. In order for a student to receive yellow bus service, each of the following criteria must be met:

1. The student must be eligible for full fare transportation
2. The student must be in grades K-6.
3. The student's residence must be in the same district as the school.
4. A bus stop within the student's grade/distance eligibility exists or can be added to

accommodate the student.

5. Families should complete the bus contract as part of the [HPCMS School Policy Forms](#)

If each of the above criteria is met, students pre-registered for school will be assigned a bus stop. Parents of late-registering students may request yellow bus service at their school. School staff will check eligibility and assign the student to a stop or request a new stop through the Office of Pupil Transportation (OPT).

### Transportation for Students with Disabilities

In order to receive door-to-door busing, or busing beyond the grade 6 year, students must have transportation needs included in their IEP. To get unlimited ride and small bus the Authorization for release of Health information pursuant to HIPAA need to be signed by the child PCP doctor. For more questions on how to discuss the addition or removal of door-to-door special education busing to an IEP, visit the [NYC DOE busing webpage](#) or please contact our Bus Liaison Ms. Nicholson by emailing [tnicholson2@schools.nyc.gov](mailto:tnicholson2@schools.nyc.gov) or calling 718-609-3300 ext 3113.

### General Information About the Office of Pupil Transportation (OPT)

OPT Customer Service Agents are available Monday-Friday from 5:30 AM to 7:30 PM at (718) 392-8855 to answer questions, take service complaints, and provide information for parents and schools. Staff is always available at OPT until bus companies report that all bus routes have been completed and children have arrived safely at home.

When you call OPT, customer service agents will ask you questions in order to direct your inquiry to the proper department. Each caller receives a reference number for follow up in case they need additional information or assistance.

## Bus Contract

HPCMS students are expected to agree to the following expectations when riding on the school bus to and from the school or during field trips. Students and families should understand that failure to follow these expectations may create an unsafe situation for the student and others, and may result in suspension from the bus, temporarily or indefinitely, or other in-school consequences. Please read carefully, sign below and return to your homeroom teacher.

- ☐ **I will ride only on the bus for which I am registered. I may not ride on another bus even if I intend to visit another child after school and even if I have a note from my guardian.** I will only get on or off at my assigned stop.
- ☐ I will sit in my assigned seat on the bus. I will not stand or jump in my seat or climb over or under the seat.
- ☐ I will use inside voices on the bus and will not shout.
- ☐ I will be courteous to the bus driver and other students on the bus.
- ☐ I will make the bus a safe place for others and myself.

- ☐ I will not throw things on the bus or out of the bus windows.
- ☐ I will not put my hands or my head or any other part of me outside the window of the bus.
- ☐ I will not eat on the bus.

Families should complete the bus contract as part of the [HPCMS School Policy Forms](#).



## Discipline Code

Students at HPCMS have the following rights and responsibilities:

- At HPCMS all students have the right to be treated fairly and with respect. To learn more about the DOE's "Respect for All" program visit: [schools.nyc.gov/RulesPolicies/RespectforAll](https://schools.nyc.gov/RulesPolicies/RespectforAll)
- Students have the right to an education with the highest expectations and academic challenges. Students can expect to be a part of a learning community that cultivates growth, learning, and well-being. Students can report any concerns they have regarding someone in our community in the [anonymous student concern report form](#).
- Students are expected to comply with all state, local, and school rules, norms and regulations. All students are expected to review and abide by the [Chancellor's Regulations](#). To learn more about these regulations read the [Discipline Code \(Citywide Behavior Expectations\)](#).
- More information about student responsibilities can be found in the [School Procedures and Expectations](#) section of this handbook.

Student infractions will be internally recorded and families will be contacted by their teacher, advisor, restorative coaches, assistant principal, or principal regarding follow up and appropriate disciplinary action as described in the Chancellor's Regulations listed above. Serious student infractions will be reported through the Office of Safety and Youth Development (OSYD) Online Occurrence Reporting System (OORS).

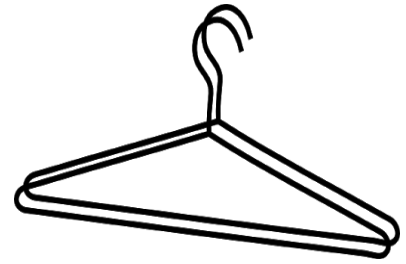
Questions/concerns should be directed to the Restorative Coach listed below.

Restorative Coach	Shawn Baumann <a href="mailto:sbaumann3@schools.nyc.gov">sbaumann3@schools.nyc.gov</a>
-------------------	---

## Dress Code

This dress code was developed with input from students, staff and family members and finalized by the School Leadership Team. All members of our community are expected to dress appropriately for school and school functions.

We encourage students at HPCMS to wear our awesome t-shirts, hoodies, and other spirit wear. Items are available for purchase every fall through the physical education department and as part of participation in many of our clubs and other activities.



- ❖ Clothing may not include items that are vulgar, obscene, libelous or denigrate others on account of race, religion, national origin, gender, sexual orientation, or disability. Clothing may not promote or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.
- ❖ Footwear must be worn at all times and should be practical. Flip flops and other open-heeled sandals are not appropriate for school.
- ❖ Recognize that clothing that does not provide coverage of torso above the rib cage, undergarments, and private body parts, including see-through garments of any kind, may not be appropriate for school or the workplace.

Students who violate the dress code will have their guardians notified and may be required to modify their appearance by covering or removing the item, or, if necessary or practical, replacing it with an acceptable item.

# Electronic Device Policy

## Cell Phones, Smartwatches, Earbuds etc.

- Students may bring cellphones to school, but they must be turned off, stowed away, and out of sight. **Students will not be able to access their electronics at any point during the day.** This includes smart watches and other devices that may be connected to a cell phone.
- Students that need to contact their families should ask for a pass to the main office and use the main office phones. Families that wish to contact their child should call the HPCMS main office at 718-609-3300.



## Computing Devices, E-readers

- Students may receive written permission from their teacher to use personal computing devices such as laptops or e-readers. Only students with written permission from a teacher or administrator may use these devices during the school day.
- Students are responsible for their own electronics. The school will not replace any damaged or missing items. Students that misuse electronics will lose permission to use them in school.

## Electronics Confiscation

- If a student fails to follow the electronics policy, their device will be confiscated and handed into the main office. The first time the device will be returned to them at the end of the day. The second time their device will be confiscated and the student's guardian will be contacted.

\*\*\*\*\*

*All students must agree to follow the following expectations for computer use.*

1. Take care of the computers. **No food or drink near the computers.** (water will damage them just like any other drink). Be careful not to damage the keys or trackpads, and carry them with two hands when transporting them.
2. **Use computers for school work.** While there are many wonderful things online to play with, computers in school are meant to help you learn.
3. **Do not change settings.** Remember these are public computers and other students are using them. Do not adjust settings like wallpaper, etc..
4. **Save everything in your NYC Students Google Account.** Now that you have a Gmail account you should save projects in Drive. Use one of the many applications that Google offers (Document, Spreadsheet, Slides, etc.). This way we do not clog up our computers.
5. **Always return and plug in your computer.** When you return your computer to the cart, be sure it goes in the correct slot and gets plugged into the charger in that spot.
6. **Handle devices with care.** Students will be expected to treat technological equipment, such

as desktops, laptops, and tablets, with care. Students are not allowed to cause physical damage of any sort such as removing any keyboard keys or labels on laptops, disconnecting any cables, etc.. Students should handle such devices with extreme caution to prevent them from dropping.

7. **Respect personal email and Google accounts:** Throughout the year students will work collaboratively on projects, write their own personal essays and narratives, and save some of their class work that is most important to them. If you ever find that someone has left open their email or Google account on a computer, please log them out immediately, tell the teacher, and then tell the student (if you know them) that the account was left open. Losing saved documents or emails could be really disastrous for another student! Uphold our school value of COMMUNITY and only interact with students and teachers in a way that shows respect.
8. **Report cyberbullying.** Cyberbullying is defined in the NYC DOE discipline code as: “Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name-calling to humiliate or harass.” Behavior such as this should be **reported immediately. For our students, this means communicating and/or posting any content that is hurtful or inappropriate in a way that can affect the physical and/or emotional safety and security of any of our students. Students who wish to report cyberbullying anonymously can use the [student concern report form](#).**
9. Computers are an amazing resource and we want to make them last as long as possible. For your own sake, please take good care of them. Families should complete the electronic device policy contract as part of the [HPCMS School Policy Forms](#).

### Loaned Devices

We have a limited amount of student devices that we can loan out according to the [NYC DOE Device Loan Agreement](#). 70% of our school qualifies for free or reduced price lunch, and 20% of our students are in 82nd Street Afterschool until 5:30pm on weekdays. We will prioritize loaning out devices to students without any devices at home who qualify for free or reduced lunch and are not in 82nd Street Afterschool for homework help.

If you qualify, you can reach out to your child's advisor or fill out the [Device Needed Form](#). If you are having an issue with an already loaned DOE or school device, have your child bring it to the main office or their advisor.

## Elevator Policy

If you or your student needs to use the elevator they must follow the elevator protocol at all times. Please review the protocol below with your child.

1. Students that need an elevator pass should bring a note to the office from their doctor.
2. The student that has been assigned a pass must have it with them at all times and be ready to present to an adult when asked.
3. Each student is allowed one buddy. The buddy, once assigned, cannot change. Buddies need to carry their own pass.
4. Students need to arrive to class on time. The elevator pass is NOT a late pass.
5. If two students with passes are on the elevator at a time, no buddies are allowed.
6. If buddies do not follow this, they will lose elevator buddy privileges.



# Library Media Center Policy

<https://www.hunterspointcms.org/library>

Ms. Kyra Wolfe (Library Media Specialist)

[kwolfe2@schools.nyc.gov](mailto:kwolfe2@schools.nyc.gov)



The library is located on the second floor and is available to all students. Hours will be posted on the website. Ms. Wolfe is available to assist with book recommendations and selections as well as classroom media and research instruction.

## Library Rules

- Students without a teacher during school hours, must present a valid library pass.
- Every Monday, Ms. Wolfe will post on Grade level Google Classroom's the library schedule for the week. Please keep in mind that she serves TvF and the Riverview School so her schedule may change weekly.
- Please be considerate of others and use a quiet voice.
- Food, gum, candy, and drinks are **not allowed** in the library.
- Use appropriate language.
- Cell phones or electronic devices are not allowed, except those provided by the library.
- When done using a game, please return all pieces to the appropriate location.
- Students not respecting the above rules or displaying disruptive behavior may be asked to leave the library and may lose future library privileges.

## Borrowing Books

- Any student may borrow up to three books at a time from the library by providing their name. They will be in the Destiny Library Management system.
- Items are checked out for a two-week loan and may be renewed unless it has been requested by another student. Every week students will get an email if they have an overdue book and students can respond to the email if they would like to renew the book. Return bins are located in ELA classrooms and during morning entrance a return cart will be located in the lobby. All books should be returned by the end of each school year. Students will be encouraged to apply for MyLibraryNYC cards to give them access to resources including ebooks from the Queens, New York, and Brooklyn Public Libraries.

## Library Computers

- Students may use library computers for research, assignments, or checking grades.
- Gaming is not permitted on library computers unless specifically assigned by teachers.
- Remember to log off when finished using the computer.
- Please use headphones if working on a project involving sound.

## Student Library Volunteers

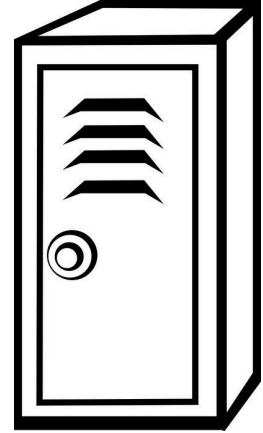
- Students may apply to become a member of the Library Volunteer Program. Students are

selected based on application submissions. They are expected to volunteer 2-3 lunch periods per week. Terms are half or full year. Community service will be recognized. Volunteers will be trained in circulation, processing, promotion of special initiatives, and field trips.



## Locker Guidelines

Students and guardians must agree to the following locker expectations before receiving a locker. Failing to follow these expectations may result in loss of locker privileges.



1. Lockers are school/NYCDOE property on loan to students.
2. The school is not responsible for lost items, theft, damage, or vandalized personal property.
3. The student/student's family must pay for any school property missing from the locker or damage to the locker itself.
4. **Students must use locks provided to them by the school.** Locks must be returned at the end of the year. Any other locks will be cut.
5. The school reserves the right to search lockers at any time.
6. Students should keep only items necessary for school in the locker. Lockers must be kept free of trash and debris. This includes food.
7. Students may use only their assigned locks and lockers, and not those of other students.
8. Lockers must be in the same condition at the end of the school year as they were in the beginning of the school year. This means *NO* stickers, writing or damage on the inside or outside of the locker. Students may use magnets on the inside and locker inserts made for that purpose if they choose.
9. Students may only access lockers during the following times:
  - 5 minutes before 1st period for 6th & 7th grade, between 1st & 2nd period for 8th grade
  - 5 minutes after dismissal
  - Gym lockers are available at designated times during the physical education period where students will be provided the opportunity to change if they choose to
10. If it is absolutely necessary for a student to visit his/her locker at a time other than the ones listed above, he/she must be granted a pass from the teacher. The teacher will record this in the student's planner. More than one emergency visit to the locker per month could result in disciplinary action.
11. If there are any problems with lockers, students should go to the Main Office before lunch or after school **ONLY**.

Families must complete the locker contract as part of the [HPCMS School Policy Forms](#) before students receive a locker.

## OMNY Student Pass Student OMNY Cards are:

- **Distributed exclusively by your school.** You can't get a Student OMNY Card from the MTA.
- **Good for four free rides each day.** You can tap a Student OMNY Card whenever you want to take up to four free trips every day of the week, any time of the day. This includes a free transfer between the subway and local, limited, and Select Bus Service buses, or a free transfer between buses.
- **Valid all year long.** Your Student OMNY Card doesn't expire until the next school year.

OMNY Student Passes should be issued to eligible students on the first day of school via their homeroom teachers.

According to [Chancellor's Regulation A-801](#), transportation eligibility for children who are not mandated for specialized transportation because of their IEP (Individualized Education Program), is determined on the basis of the student's grade and the distance between the student's home and school. To learn more visit <http://optnyc.org/ServicesAndEligibility/gettransportation.htm>

To request an OMNY Student Pass replacement, guardians must complete the request form. This may take 5-7 days and requires the form found at: [OMNY Card Request Form](#). ***Please note that because OMNY cards last all year, we have a limited supply. We can only grant one replacement card until supplies run out.***

We understand that the responsibility of riding public transportation and keeping track of valuable belongings is new for many middle schoolers. We encourage you to support them by checking that their OMNY Student Pass is in a safe and consistent location (rather than lost in a coat or bag pocket) where it is not likely to be lost, bent, or stolen.

Your child's safe and timely commute to school is our high priority. If you would like to request a new OMNY Student Pass, please sign and date the form and have your student turn in to our parent coordinator in Room 311.

## Academic Honesty Policy

The NYC DOE Citywide Behavior Expectations defines Plagiarism as “appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source.” Plagiarism is a serious offense in the NYC DOE and will result in disciplinary and restorative action.

Specifically, plagiarism and/or the use of AI includes the following:

- Copying, word for word, work from another person (including the Internet and other students) without giving credit to the original source.
- Taking words or language from another’s work with only minor alterations or changes to words and/or sentence structure.
- Representing another person’s original ideas or thoughts as one’s own.
- Paying another person to do one’s work.

Possible consequences include:

- Receive a level 1 on the assignment on related Jump rope standards.
- Required attendance at academic Lunch Bunch in order to revise the assignment.
- Mandatory parent/teacher/student conference to discuss plagiarism.
- Mandatory reflect and restore during lunch.
- Repeat offenses will lead to administrative disciplinary action which may include suspension.

Families should complete the Academic Honesty contract as part of the [HPCMS School Policy Forms](#)

[Guidance on artificial intelligence tools, such as ChatGPT, is at this link from the NYCPS.](#)

---

# HPCMS Academics

<https://www.hunterspointcms.org/student/academics>

## Curriculum

Engaging students in their learning is the heart of our teaching at HPCMS. Fieldwork and field trips, generating and discussing essential questions, hands-on activities, arts and sports are part of our approach to hook middle school students into the topics we are studying. Every class will push students to reach their potential and meet or exceed the expectations of the [Next Generation Standards](#). All students will be tested on essential knowledge and skills for their subject area in an ongoing manner. Each marking period, students will participate in problem-based learning “challenges” that will require research, creative thinking, presentation skills, and/or group work. Our core instruction will utilize the following curricula:

Subject	6th Grade	7th Grade	8th Grade
<b>Mathematics</b>	Rational Numbers, Fractions, Rates, Ratios & Proportions, Geometry, Algebra, Statistics	Integers, Proportional Relationships, Geometry, Algebra	Algebra 1 Regents (Functions, Linear, Exponential & Quadratic Relationships)
<b>Science</b>	Environmental Science, Astronomy, Neurobiology	Water Quality, Climate Change, Plate Tectonics, and Engineering, Rocks and Minerals	Biology/Living Environment Regents (Evolution, Homeostasis, Energy, Genetics, Development, Ecology)
<b>English Language Arts (ELA)</b>	Central Idea, Author’s Craft, Author’s Purpose, Theme, & Perspective	Reading: Central Idea, Author’s Tools, Author’s Purpose, Theme, Perspective, & Literary Book Clubs Writing: Literary Analysis, Research, Argumentative, & Public Speaking.	Perspective/Critical Lens Reading, Writing, and Speaking with Social Purpose.
<b>Social Studies</b>	Geography, Ancient River Valley Civilizations, Religion, Peoples and Cultures of the Western Hemisphere	Understanding the early history of the United States and the impact of how that history changed our lives today.	U.S. History - End of Civil War to the Present
<b>Music</b>	Pre - NYSSMA, Intro to Band, Instrument care, Tone development, basic-sight reading and musicianship, music literacy.	NYSSMA 1, Developing technique and tone, basic sight-reading 1, musicianship, and music literacy 1, development as an ensemble 1	NYSSMA 1.5 - 2, Developing technique and tone, basic sight-reading 2, musicianship, and music literacy 2, development as an ensemble 2
<b>Art</b>	1 Semester: Elements of Art	Painting, Drawing, Illustration, Printmaking, Sculpture, Mixed Media	Sewing, Sculpture, Pinhole Photography, Drawing, Stop-motion Animation, Mixed Media
<b>Dance</b>			
<b>Physical Education</b>	Football, FitnessGram, Volleyball, Soccer, Ultimate Frisbee, Team Handball, Basketball, Hockey, Tennis, Badminton		
<b>Health and Advisory</b>	Gender and Sexual Identity, Touch and Consent, Relationships, Alcohol and Drugs, Healthy Eating and Body Image, Internet & Social Media Safety, HIV & STD Prevention, Birth Control, and Support Systems & Coping.		

School Wide Academic Initiatives & <a href="#">Partnerships</a>	
Advisory & <a href="#">Student Led Conferences</a>	The structure of advisory allows for relationship building, academic progress monitoring, and character development. Advisory allows students to build positive connections with their peers and with their advisory leader. Advisory leaders also work with their students to present reflections on learning during <a href="#">Student Led Conferences</a> (SLCs). SLCs are meetings between the student, family, and advisors in which students reflect on and present their current strengths and goals for growth.
Project Based Learning	Students in each grade will participate in project-based learning in all of their classes. Sometimes, these projects will be interdisciplinary “missions” inspired by our professional development in the past with <a href="#">Expeditionary Learning</a> . These projects may include elements of hands-on learning, real-world problem solving, fieldwork, and visits from experts. We have found that learning through missions grants our students a deeper understanding of the material while also providing opportunities for strong skill-building.
Algebra for All	In 6th and 7th grades students receive academic support and extensions to ensure algebra readiness. 8th graders then take the Algebra I Regents course and test.
Cerebral Diversity (CD)	Cerebral Diversity is an opportunity during the school day for students to receive academic extension or support. Students are offered a variety of coursework, including debate, math support, book clubs, and reading support. Placement in CD courses is based on <a href="#">iReady</a> performance, prior state test performance, and/or student interest.
<a href="#">Literacy Collaborative</a>	Literacy Collaborative I is the New York City Department of Education's focused reading effort to expand the number of middle schools that prepare students for college and career success. HPCMS has been a partner since its founding and continues to embrace the model of learning as a Mentor Site for the city.
<a href="#">Word Generation</a>	Word Generation emphasizes 21st-century learning goals, such as using academic language, developing an argument, reasoning analytically, reading to find evidence, reviewing data, discussing various perspectives, engaging in debate, and expressing well-reasoned positions in writing.
<a href="#">Mind Up &amp; Mindful Breathing</a>	Every brain needs a break now and then, which is why taking a few brain-breaks everyday is part of the core MindUP practice. Mindful breathing is a short three-minute break where children are asked to quiet their minds in order to prepare their brains to learn.
Student-Teacher Partnerships	HPCMS teachers partner with teaching programs from NYU and the American Museum of Natural History to develop new teachers and engage our students in deeper learning.

# Instructional Model & Schoolwide Standards



*Sparkling young minds through scholarship, creativity, and community*



## HPCMS Instructional Model and School-Wide Standards

### SCHOLARSHIP

**1.0 Scholarship:** I can use important academic skills and understand essential details and big ideas across and within subjects.

**1.1 Scholarship Literacy:** I can determine the key ideas and details to support an understanding of texts and related material.

**1.2 Scholarship Literacy:** I can produce writing that demonstrates both organization and a command of conventions.

**1.3 Scholarship Literacy:** I can determine the meaning of new words in context and master content specific vocabulary.

**1.4 Scholarship Numeracy:** I can use ratio relationships and proportional reasoning to solve complex problems.

**1.5 Scholarship Numeracy:** I can analyze or solve for independent/dependent variables using mathematical tools (tables, graphs, formulas, equations, inequalities).

**2.0 Scholarship:** I can come to class prepared and complete all assigned work.

**3.0 Scholarship:** I can demonstrate a persistent growth mindset (through revision, seeking support, etc.).

### CREATIVITY

**4.0 Creativity:** I can solve problems using diverse methods and strategies.

**4.1 Creativity Literacy:** I can select, cite, analyze, and explain relevant evidence to support my claim.

**4.2 Creativity Research:** I can conduct research that locates and evaluates resources with accuracy.

**5.0 Creativity:** I can represent my learning in original ways that clearly communicate my point of view.

### COMMUNITY

**6.0 Community:** I can practice STAR (Sit Up, Track the Speaker, Actively Engage with Others, Respect All).

**7.0 Community:** I can engage in discussion and collaborate with multiple perspectives and people.

**8.0 Community:** I can demonstrate a service to our community.



# Academic Expectations & Grading Policy

Students at HPCMS are graded on standards aligned to city, state, and national guidelines. We divide our standards into our core values of Scholarship, Creativity, and Community. Each of these core value standards supports our goal for college and career readiness for each student.

## How does HPCMS support student academic achievement?

Advisors will closely monitor academic progress and work with students and families to ensure grades are at or above a 2.5.

- Families can support by frequently checking current grades, upcoming assignments and missing assignments. Learn more in our [JumpRope](#) and [Google Classroom](#) Sections.
- Student-Led Conferences (SLCs) will take place in November and March. This will give families an opportunity to hear from their child, and speak with students and advisors about current grades and goals. Read more in the [Student-Led Conferences](#) section.
- Progress Reports (similar to report cards) are handed out during each SLC meeting, however, families can see progress reports at all times by logging into Jump rope.

## What is Honor Roll?

Honor Roll is an achievement for any student that is earning an overall JumpRope average of 3.3 or higher (90 or above). High Honor Roll is an achievement for any student earning an overall JumpRope average of 3.6 or higher (94 or above). Honor Roll is a fantastic achievement and we encourage you to celebrate with your student!

## What is “Promotion In Doubt” and “At Risk”

The following factors are considered when making decisions about promotion to move on to the next grade. More information on promotion is available in the [Promotion Slideshow](#):

- **“Promotion in Doubt” (PID):** May need to go to Summer School
  - Grade 6 and 7: 2.0 or below in ELA or Math in Jumprope
  - Grade 8: 2.0 or below in ELA, Math, SS, Science in Jumprope
- **“At Risk”:** Not meeting grade level expectations that would support success in the next grade
  - Grade 6 and 7: 2.1-2.4 in ELA or Math in Jumprope
  - Grade 8: 2.1-2.4 in ELA, Math, SS, Science in Jumprope
  - At Risk students are not in danger of going to summer school but they are in danger of not being ready for the expectations and work of the next grade.

## What is Modified Promotional Criteria?

Students with IEPs that contain Modified Promotional Criteria may have different considerations. For more information visit the [Students with Disabilities](#) section.

## Standards-Based Grading

HPCMS uses a Standards-Based Grading system. This means that rather than receiving a traditional A, B, C, D, or F grade, student success will be rated on a scale of 1-4. The meaning of each number is described here:

1	2	3	4
Student lacks foundational skills; Student is <i>at-risk of not being prepared to succeed in high school</i>	Students is developing the skill; Student is <i>below grade level</i> ; <i>at-risk of not being prepared to succeed in college</i>	Student has achieved grade level at this skill; Student is <i>at grade level</i>	Student exceeds grade level ability; Student is <i>above grade level</i>

When a student completes an assignment, that assignment will be graded for one or more standards. A student that receives a 1 or 2 will have many opportunities to grow in that standard. A standard is met through repeated practice. Once students can perform a skill independently and consistently, they are considered to have **achieved** that standard.

If a student does not hand in an assignment, it will be recorded as Missing in JumpRope. Being recorded as Missing does not affect a student's grade, however if it is not handed in by the end of the unit, the 2.0 grade will be changed from an M to a 1. For more information regarding homework, please read the [homework policy](#) section of this handbook.

### How does the 1 to 4 scale translate to traditional number grades?

JumpRope Scale	100 Point Scale	JumpRope Scale	100 point scale	JumpRope Scale	100 point scale	JumpRope Scale	100 point scale
4	100	3.3	90	2.6	79	1.9	69
3.9	99	3.2	88	2.5	78	1.8	67
3.8	97	3.1	87	2.4	76	1.7	66
3.7	96	3.0	85	2.3	75	1.6	65
3.6	94	2.9	84	2.2	73	Below 1.6	55
3.5	93	2.8	82	2.1	72		
3.4	91	2.7	81	2.0	70		

# JumpRope

[www.jumprope.pe](http://www.jumprope.pe)



## What is JumpRope?

JumpRope is Hunter's Point Community Middle School's online gradebook. It is a program used by teachers to enter grades and the information is shared privately with students and families when they log in. You can learn more about our [Standards-Based Grading System by looking at this slideshow](#) that we share with students.

## How do I login?

Use the general Jump rope login page at [www.jumprope.pe](http://www.jumprope.pe), click "Log in", and then click "Sign in with Google". Students can then use their nycstudents.net email account and password to get into Jump rope.

## What if I can't login?

If you are unable to login to JumpRope, try using a different browser. JumpRope works best on Google Chrome, and though it should work with any browser, there have been times when Safari and Firefox have had trouble logging in. If changing the browser doesn't work, contact our parent coordinator.

## How do I know what my child is missing?

Find up-to-date assigned work, grades and missing work in your child's [Google Classroom](#) To-Do List. On JumpRope you can view major missing assignments. Once logged in, on the sidebar there is a link called "Missing Work." Teachers will accept late work until the end of the unit.

## My child turned something in, but it's missing on JumpRope!

While Google Classroom may update automatically, Jump Rope does not. Teachers need to input grades. If your child turned something in late, it will continue to be listed as missing until the teacher has graded it. If the assignment is listed as missing two weeks after it has been turned in, please email the teacher to check to let them know.

## Can my student revise their work?

Yes! Students can revise their work. Most teachers will not accept revised work later than 2 weeks after the unit ends. Please check with your teacher for specific policies.

## What do I do if my child is not doing well?

It is to be expected that at the beginning of the year or a new unit of study, a child will not have fabulous grades in JumpRope. If they already knew the causes of the Civil War or how to multiply fractions, why would we teach them that? As time progresses, children should improve their scores. In other words, be patient, particularly if there are only a couple of assessments related

to a particular standard. Of course, seeing where a child struggles is great information to use to help support your child's growth. For example, if your child is not doing well in getting homework done on time, you can make a habit of checking the homework each night. You can also check out this great document called [Top 10 Tips to Succeed at HPCMS!](#)

**What if I don't understand what a learning standard means?**

Sometimes a teacher might have a standard that doesn't make sense to a parent. For example, what does it mean for a child to be able to "reflect an image"? If you aren't clear about a standard, ask your child. This is a great opportunity for them to explain what they are learning. If they don't understand either, get in touch with the teacher.

**There's a big "U" on my progress report!**

"U"s, although seemingly frightening, simply mean that the learning standard has no assessments aligned to it yet. "U"s DO NOT affect course grades.

**How do you average all of your grades? What is "Powerlaw"?**

The best explanation of ["Powerlaw" is in this link](#). In short, Powerlaw is a way of calculating a grade that rewards students for improvement. It weighs new assessments more heavily than old ones so that students are rewarded for learning and making progress.

**Why does my overall JumpRope grade seem to change a lot?**

All teachers are encouraged to give pre-assessments at the beginning of each unit to assess students' baseline understanding. This works with "Powerlaw" (see above) to weight and calculate grades higher based on growth. Ideally, students \*should\* start out with a low level of mastery (measured by a pre-assessment) and progress towards a high level by the end of a unit, and our grading system represents that.

**Doesn't my child need 0-100 grades on a DOE report card to get into high school?**

Students will get a print out of their JumpRope Progress Reports (similar to the information available on-line) three times a year: at the fall SLC, the spring SLC, and the end of the year. They will also get a DOE report card (from a program called STARS) with their numerical 0-100 scores at the end of the year. High schools often look at end-of-year grade 7 grades and sometimes consider fall 8th grade report cards, test scores, and attendance as well. All of your child's grades, including those from Advisory and Cerebral Diversity will be included in the DOE report card.

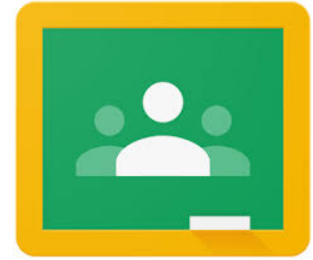
**Where is the attendance?**

HPCMS does not use JumpRope for attendance purposes. Updated attendance information can be found in <https://mystudent.nyc/> in your NYC account. If you have a concern about attendance data, contact Ms. Poe, our Pupil Accounting Secretary, at [vpoe@schools.nyc.gov](mailto:vpoe@schools.nyc.gov) or our Parent Coordinator Ms. Lopez at [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov)

# Google Classroom

[www.classroom.google.com](http://www.classroom.google.com)

Access helpful guides for Google Classroom in this [presentation](#).



## What is Google Classroom?

Google Classroom is the primary source for classwork and homework for each class at HPCMS. Teachers post assignments and materials to their Google Classroom page which can then be accessed or completed by students remotely or in the building.

## How do I [join a class](#) and login?

At the beginning of the year, teachers will invite students to their specific class pages. Students can accept the class right in Google Classroom. Go to [classroom.google.com](http://classroom.google.com). The username and password is the same as for accessing your school email. Guardians should make sure their child shares their username and password so that they can access the Classroom pages.

## How do I navigate Google Classroom?

Once you are in Google Classroom you have access to all your subjects' coursework and materials. Click the class you want to check for announcements, then click "Classwork" to look at any new assignments and due dates. You can also find a list of all your work in the [To Do](#) section or the Google Calendar links. There are many ways to [view your assignments](#). Find the way that works for you!

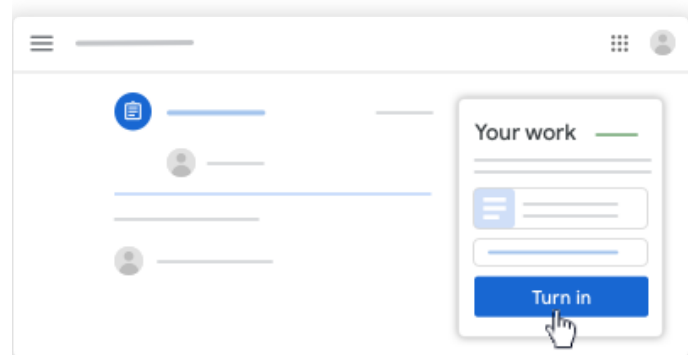
## Don't forget to click "Turn in" on assignments.

Turning in assignments in Google Classroom is important. You may have completed work, but if you forget to click "Turn in" it's the same as leaving the work in your backpack.

## How can I best utilize Google Classroom?

Google Classroom has a lot of great features to help students stay organized.

- [To Do](#) List
- [Classroom Calendar](#)
- "Missings" List



## What if I have more questions about Google Classroom?

Google provides a variety of support links and [troubleshooting](#) sources for its users. If you continue to have problems, please contact your advisor or our parent coordinator.

## Student-Led Conferences (SLCs)

HPCMS considers the relationship between students, families, and the school to be of primary importance. Two to three times during the school year, the school invites students and their families to attend formal conferences during which progress reports, class artifacts and student goals are shared with families. At HPCMS, Student-Led Conferences (SLCs) replace the traditional parent/teacher conference. SLCs are attended by the student, parent/guardian, and advisor. The advisor facilitates the meeting, but the student is in charge.

During the conference, students explain their progress in each learning target. Students justify their progress by leading their families through a portfolio of assignments gathered from academic classes.

### Objectives of Student-Led Conferences:

- To increase student accountability and autonomy concerning academic progress.
- To hone student verbal communication and critical thinking skills.
- To build open relationships with families concerning student progress at HPCMS.
- To teach students how to articulate their insights into their own learning and be able to substantiate them with evidence.

### Role of the Student:

- The student is in charge of the SLC. They continually self-assess and reflect on their progress based on grades, DRP scores, attendance, core-value awards and referrals. Students analyze coursework in order to show what they are proud of and where they would like to grow. Students create goals for themselves and brainstorm ways their family can help.

### Role of the Advisor:

- The advisor helps students organize materials and prepare for conferences. They review student materials and goals. The advisor may ask probing questions or direct the student to the agenda, but they do not dominate the conversation. After SLCs, the advisor follows up on any other issues, questions or concerns.

### Role of the Parent/Guardians:

- The parents/guardians attend SLCs, review current grades and materials with their student. During the conference, parents/guardians are willing to let the student speak, saving questions until the end. After SLCs they help the student meet their academic and behavioral goals by supporting their progress at home. Parents/guardians may also meet with the students' subject area teachers during SLCs.

## iReady

### What is iReady?

i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. Learn more about i-Ready by watching [this video](#)!

Students at HPCMS take the iReady Diagnostic three times a year. This is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give your student a score or grade, but instead to determine how best to support your student's learning.

### Why is my student taking it?

The purpose of the i-Ready Diagnostic is not to give your student a grade, but instead to determine how best to support their learning. It will help your student's teachers determine their needs, personalize their learning, and monitor progress throughout the year. It is important for students to take this seriously so that they can be placed in the correct classes with the correct support for the rest of their time at HPCMS and for the first year of high school.

### What if my student is performing below grade level?

This situation can happen, and teachers and schools have many strategies and programs to help accelerate your student's learning. Having this information can help you, your student, and their teachers have the right conversations to make the needed progress.

### What can I do to help my student?

- Discuss these results with your student. Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.
- Reach out to your student's teacher to get more ideas and resources to support your student in specific domains and/or skills.

### How should I interpret my student's results?

The goal is for your student to be performing at or above grade level, which means they have achieved the skills students at that grade level are expected to achieve and are prepared to learn more advanced skills. Learning more about [understanding results](#).

### How is my student progressive over time?

The goal is also for your student to be making progress in their learning. After your student has taken more than one Diagnostic in the school year, you will see results for each Diagnostic, allowing you to see the progress your student is making both overall and in each domain.

# Homework Policy

Homework at HPCMS is guided by our philosophy of standards-based learning for academic, character, and organizational knowledge and skills. Students are assigned homework on a regular basis. These assignments provide them with grade and content-appropriate opportunities to expand their understanding of the material. Students will not be successful if they are not completing the homework assignments. There are also opportunities to regularly read books of their choice, study for tests, work on extended projects, and work on extra credit assignments to reinforce or deepen their understanding of a standard.

Homework at HPCMS generally follows these guidelines:

- HPCMS typically assigns HW weekly, during summer vacation, and over February vacation.
- HPCMS does not regularly assign HW during Thanksgiving vacation, December vacation, April vacation or religious holidays. Students are encouraged to use these breaks to independently read and work on missing assignments
- All HW is graded on JumpRope Scholarship Standard 2.0: I can come to class prepared and complete all assigned homework. Assignments that are missing for longer than two weeks will be graded as a 1.0 for standard 2.0.
- Some homework, especially projects, essays and take-home tests will be graded on additional JumpRope standards that are specific to the subject. Missing assignments will not be graded for these additional standards.
- HW will be available on Google Classroom once it is assigned and will be graded within two weeks.
- It is the responsibility of the student and family to check on missing work on a regular basis in JumpRope or reach out to the teachers or advisor for updates. Students that are absent should check Google Classroom and check with teachers to recover missed work.
- Students have an opportunity to make up work within a period of at least two weeks. This allows occasional trips, illness, or other absences to not affect HW grades. Missing HW is listed under “Grade Alerts” on JumpRope if it can still be made up.
- Late HW can be given directly to teachers in class, placed in their mailbox by the main office, or emailed to their emails.



**Typical Assignments, Make Up Work, Extension Work, and HW Time Frames**

	6th Grade	7th Grade	8th Grade
<b>ELA (English)</b>	Nightly reading assignments and written responses	Nightly reading assignments and written responses.	One weekly sheet given on Monday containing vocabulary and reading questions.
<b>Math</b>	3-5 Questions of HW are assigned everyday (digitally or in a packet) and a weekly grade is given. Completion of homework is checked daily.	Daily assignment connected to interactive handout and checked for completion daily.	One weekly packet given <u>digitally</u> on the first day of the week. Homework completion is checked daily.
<b>Social Studies (History)</b>	One weekly packet, given on the first day of the week and collected on the following Monday.	One weekly current events analysis handout	One weekly content-based online worksheet and one research-based written response.
<b>Science</b>	One weekly packet, given on the first day of the week and collected on Friday.	HW is assigned daily related to coursework.	One weekly packet, given on the first day of the week and collected on the following Monday.
<b>Advisory &amp; CD</b>	<ul style="list-style-type: none"> <li>• Read at least 30 minutes every day and record in the reading log.</li> <li>• Word generation assignment, given out and due during full 5-day weeks</li> </ul>		

## Academic Supports

[www.hunterspointcms.org/academics](http://www.hunterspointcms.org/academics)

Students at HPCMS have access to multiple options should they need academic support outside of the classroom.

1. **Lunch Bunch:** During their lunch period, students can meet with their teachers to receive extra help or complete missing work. Each grade has their own Lunch Bunch schedule and procedures. Please be aware that students may need to request Lunch Bunch passes in advance in order to attend.
2. **After School Support:** An after school enrichment program where students receive small group instruction from a content teacher. Students are invited based on academic need.
3. **Saturday Academy:** An invitation-only series of academic support sessions specifically geared toward improving your grades on Jumprope as well as additional preparation for the ELA and math state tests and the 8th grade Algebra and Living Environment Regents. Priority is given to students who are “Promotion in Doubt,” “At Risk,” or who did not meet grade-level expectations on the mock Regents exams.

# Students with Disabilities

## IEP Point Person/Service Providers

Each student with an Individualized Education Plan (IEP) will be assigned an IEP point person. This person may be different from the students' advisor. IEP point people are marked with an asterisk on the [staff contact page](#). This person will be a special education teacher or related service provider, such as their speech or occupational therapy provider, who knows or will know your child well. Your child's IEP Point Person will be your primary contact person with regard to their IEP, Annual Reviews, and three year evaluations. If your child is due for a three year mandated evaluation, you will be in contact with both the school psychologist and the IEP point person.

## Individual Education Plans (IEP)

The Individualized Education Program, also called the IEP, is a document that is developed for each public school child who needs special education services. Guardians are required to attend their child's annual IEP review. After your child's annual review is complete, your child's IEP point person will provide you with a printed copy of the IEP.

A child's IEP is conferenced and reviewed every year by the IEP Point Person/Case Managers, subject teachers, and service providers and reviewed every three years by the school psychologist. Parents may request a re-evaluation anytime through a written letter. During the Annual Review we (1) Discuss your child's progress toward his or her annual goal (2) Discuss the current educational setting and supports that are in place (3) Determine goals for the following year.

The following sections of the IEP provide the most information about your child's educational program:

- Present Levels of Performance (PLOP)- Here you will find a detailed narrative of your child's current academic (core subjects), social, emotional and physical performance.
- Measurable Annual Goals- Based on your child's present academic levels and the standards for the grade, teachers, parents, and service providers develop annual goals that your child will aim to achieve within one year. Your child's progress will be tracked throughout the year and will be reported to you when report cards are issued.
- Recommended Special Education Program/Services- This section details your child's personalized program, including when and within which classes your child will receive related services.
- Testing Accommodations- This section outlines the accommodations that your child will receive for local and state testing. Possible accommodations include receiving a separate testing location, additional time, use of technology for testing, or having questions read aloud.

- **Summary**- The summary page includes important information such as your child's functional and instructional levels in reading and math and an outline of recommended services.

### **Service Delivery Models**

1. **ICT (Integrated Co-Teaching):** ICT classrooms have a general education teacher and special education teacher available to support all students in core classes. This setting allows students to be educated with age-appropriate peers in general education classes while meeting their individual education plan. ICT will take place in approximately 17 out of 20 periods in their core classes. (Self-Contained settings are rare at HPCMS after 6th grade and SETTS is typically provided within reading or math intervention groups).
2. **Related Services:** Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Counseling Services.

### **How to support students in self-advocating**

In addition to you and your child's attendance at the IEP meeting, it is important that you review the IEP together. If your child is aware of the services they are entitled to, they will be better equipped to advocate for their learning needs. For more information on how you and your child can become self advocates in their individualized learning, please visit [www.understood.org](http://www.understood.org)

### **Initial Referrals**

If you believe your student needs special education services, please write a letter addressed to the Principal requesting an evaluation. More information about the initial review process can be found at: <https://www.schools.nyc.gov/special-education/the-iep-process/making-a-referral>

The IEP team, including the guardian, will determine whether your child is eligible for special education services and requires an IEP. A school-age student is eligible for special education services if the student meets the criteria for one or more of the 13 disability classifications listed in the Individuals with Disabilities Education Act (IDEA) below.

### **Modified Promotional Criteria**

Most students with IEPs who participate in standard assessments should be held to standard promotion criteria. However, when the impact of the student's disability is so severe that the student is not able to meet the school's promotion benchmarks, even with the use of multiple measures to assess progress toward the benchmark and the provision of required specially designed instruction, accommodations, supports and services, the student may be held to modified promotion criteria.

Modified promotion criteria is defined by the student's progress towards annual IEP goals. A portfolio is created to assess the student's progress toward meeting annual goals in literacy and math. Evidence in the portfolio must reflect use of multiple measures that explicitly assess the student's progress. The portfolio must be reviewed by the student's teacher and the principal in

June in order to make promotion decisions. Promotion decisions cannot be based on non-academic annual goals.

All students in 8th grade, regardless of promotion criteria, will be required to pass ELA, math, science and social studies courses in order to be promoted to 9th grade.

### **Section 504 Accommodations**

Health services and Section 504 accommodations for students who receive them end on the last day of school. If your student currently receives health services and Section 504 accommodations you must complete a [re-authorization form](#) to continue during the upcoming school year. To re-authorize services, families must complete and submit the appropriate form(s) before the new school year begins. Please reach out to the Guidance Counselor, [ssamuel29@schools.nyc.gov](mailto:ssamuel29@schools.nyc.gov) or at (718) 609-3300 ext 3081 for further guidance.

## **English Language Learners**

### **ENL Service Providers**

Ms. Atherton

[jatherton@schools.nyc.gov](mailto:jatherton@schools.nyc.gov)

Ms. Tan:

[stan2@schools.nyc.gov](mailto:stan2@schools.nyc.gov)

Mr. Rosenberg:

[srosenberg7@schools.nyc.gov](mailto:srosenberg7@schools.nyc.gov)

In accordance with New York State English as a New Language (ENL) regulations, HPCMS provides integrated ENL (push-in) and stand alone ENL services. The English Language Learner's proficiency level determines the type of services received as well as the amount of minutes per week that the services will be provided. Please refer to the DOE's MLL webpage for more information: [schools.nyc.gov/multilingual-learners/process/english-language-learners](https://schools.nyc.gov/multilingual-learners/process/english-language-learners).

In addition, the [Multilingual and Immigrant Family Resource Guide](#) is designed to inform families of their educational rights, regardless of immigration status, and provide key resources to promote language access and post-secondary opportunities. The [guide](#) is currently provided in the nine covered DOE languages and can be found on the [Multilingual and Immigrant Student Support Site](#).

During the month of May, MLL students will take the NYSESLAT that will determine their proficiency level for the next school year. The NYSESLAT consists of a speaking, listening, reading, and writing section.

## Testing

**New York State Tests:** The ELA and Math State Tests are two day tests, held within the window of April 7 - May 16 in 2026. Students take these tests on the computer. For more about Computer Based Testing, see the [New York State Education Department Webpage](#).

- The ELA State Test will be administered TBD between April 7 - May 16 in 2026
- The Math State Test will be administered TBD between April 7 - May 16 in 2026

**For 8th grade families:** All 8th graders will take the Biology Regents, Algebra Regents and the SLP Spanish Language Proficiency test in June. The Algebra Regents exam replaces the math state test for 8th graders and the Biology Regents replaces the science state test for 8th graders.

Some frequently asked questions are answered here:

- **Students are already familiar with content on the test.** Reassure your child that they are being tested on standards they have learned so far, and not on new concepts.
- **Students will not be given time limits on the ELA or Math State Tests.** The exams have a suggested end time, but students may continue testing if they are working productively. The regents exams do have a 3 hour time limit for students with no extended time.
- **Students will NOT have homework the night before a state test.** The afternoons following testing will be a combination of gym, arts, and classes other than the subject tested that day.

In order to prepare for these tests students should:

- **Get eight or more hours of sleep.** Send them to bed early and minimize anxiety or distractions within their routine for the weeks of testing.
- **Eat a healthy breakfast.** If they arrive by 8:00 AM, they will have the option of having school breakfast to help with their energy and focus for the morning.
- **Arrive on time.** If a student arrives late, they may miss the test and have to be scheduled for a make-up.
- **Have an independent reading book and regular school supplies for the afternoon.** Students may read silently after they have checked their work but may not do school work or discuss the exam in testing rooms.
- **Use our mindful breathing practice.** Have students guide you through the steps, and encourage them to use it to help with anxiety and focus.
- **Leave electronics such as cellphones and smart watches at home.** They are not allowed and may invalidate the test. All electronics should be turned off and left at home or in lockers.
- **Attend Saturday Academy.** HPCMS will offer Saturday Academy on designated weekends preceding each exam. Students will be provided with extra support on the exam materials as well as an opportunity to increase their Jump rope grade.

## After School & Extracurricular Activities

### 82nd Street After School Program

82nd Street Academics operates a free after-school program at Hunters Point Community Middle School. The after-school program features homework help, tutoring, enrichment activities, and social emotional skill building. 82nd Street instructors work closely with HPCMS teachers to identify students' needs. Together, we provide the academic and social support necessary for a successful school year. The program runs 5 days a week starting in September from school dismissal until 5:30pm. There is no fee required to participate. Our funding is provided through the Department of Youth and Community Development. Families can [learn more here](#) and register their child through [Discover DYCD](#).



In addition to 82nd Street Academics, our staff runs a variety of tutoring programs, sports teams, and various clubs and arts experiences. You can learn more here: [www.hunterspointcms.org/student](http://www.hunterspointcms.org/student)

## High School Admissions

[www.hunterspointcms.org/highschool](http://www.hunterspointcms.org/highschool)

*All important high school admissions dates and deadlines are on our website at the above link!*

### How High School Works in New York City

In New York City, there are over 700 high school programs offered to our city's students. Except in rare cases, every child is guaranteed a seat in his/her **zoned school** which is often one of the high schools closest to your home. To find your zoned high school visit [myschools.nyc.gov](http://myschools.nyc.gov). Beyond students being guaranteed a seat in a zoned school, all students will work with families and in Advisory on their NYC high school application which is due typically in December. Students will list 12 high school programs that would be a good fit for them. In March of 8th grade, all students will have at least one high school offer if they have filled out the application, and more than one if they receive an offer from a specialized high school or an audition school (see below for more information). Students will be placed on the waitlist for all schools they ranked above their match. More information about waitlists will be released to families in March.

### How To Figure Out if a School is a Good Fit

When evaluating if a school is a good fit for your child we recommend researching the school's

profile in the high school directory and reviewing key information about **safety, location, academics and admissions.**

### **Admissions - What Does It Take To Get In?**

Some schools look at grades (screened) while others are simply a lottery (unscreened). Some require auditions or tests. Some schools give preferences to students that live in that school's borough while others consider students from all borough's equally. All [screened schools](#) only consider 7th grade core subject grades.

To learn more about the high school process please visit:

<https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/high-school>

### **Specialized High Schools & SHSAT**

Students who wish to apply to New York City's Specialized High Schools must take the Specialized High School Admissions Test (SHSAT) in November or December (date tbd) and rank their choices of schools in order of preference.

HPCMS is part of the SHSAT School Day program which offers 8th grade students the Specialized High School Admissions Test (SHSAT) during the school day. Traditionally, the SHSAT takes place only on the weekend at a limited number of sites across the city. During the 2024-2025 school year, all 8th grade students in our school are invited to take the SHSAT. SHSAT school day will be announced at a later date. The exam will take place during the day, at our school, and at no cost to students. Students who are interested in registering for SHSAT school day should speak with the guidance counselor Ms. Samuel or assistant principal Ms. Guarnaccia.

For information about the test, visit [schools.nyc.gov/accountability/resources/testing/shsat.htm](https://schools.nyc.gov/accountability/resources/testing/shsat.htm).

### **Audition/Portfolio Schools**

Students interested in attending certain arts-focused high schools will need to prepare an audition or portfolio. More information about the requirements can be found in the DOE's guide to [Visual and Performing Arts High Schools: Preparing Your Audition / Arts Portfolio](#) and the [HPCMS High School Auditions Website](#)

Schools that require the SHSAT	Schools that require an audition and/or portfolio that may include essays or videos (This is not a complete list)
<ul style="list-style-type: none"> <li>• Bronx High School of Science</li> <li>• Brooklyn Latin School</li> <li>• Brooklyn Technical High School</li> <li>• High School for Math, Science and Engineering at City College</li> <li>• High School for American Studies at Lehman College</li> <li>• Queens High School for Sciences at York College</li> <li>• Staten Island Technical High School</li> </ul>	<ul style="list-style-type: none"> <li>• Art and Design High School</li> <li>• Baccalaureate School for Global Education (academic portfolio)</li> <li>• Bard High School Early College (academic portfolio)</li> <li>• Bayside High School (Music and Digital Arts programs require auditions, Environmental and Humanities programs require academic portfolio)</li> <li>• Beacon High School (academic portfolio)</li> </ul>



<ul style="list-style-type: none"><li>● Stuyvesant High School</li></ul>	<ul style="list-style-type: none"><li>● Brooklyn Arts (audition)</li><li>● Forest Hills High School Drama Academy (audition)</li><li>● Frank McCourt High School (academic portfolio)</li><li>● Frank Sinatra (audition)</li><li>● Fiorello H. LaGuardia High School (audition)</li><li>● Gramercy Arts High School (audition)</li><li>● The High School of Fashion Industries (audition)</li><li>● Humanities &amp; Arts Magnet High School (audition)</li><li>● Manhattan Hunter Science (academic portfolio)</li><li>● NYC iSchool (academic portfolio)</li><li>● Professional Performing High School (audition)</li><li>● Repertory Company High School for Theater Arts (audition)</li><li>● School of the Future (academic portfolio)</li><li>● Special Music School (audition)</li><li>● Talent Unlimited (audition)</li><li>● Townsend Harris High School (academic portfolio)</li></ul>
--	--

# Student & Family Handbook Acknowledgement Form

**\*\*Please complete [the physical emergency contact form](#) in hard copy; [all other HPCMS school forms](#) can be completed online by making a copy of the documents or in hard copy.**

## **NYCSA App and NYCPS Forms**

After you have completed the handbook forms, we ask you to sign onto your [NYC Schools Account](#) and complete the following DOE forms:

- Parent- Guardian- Student Ethnic and Race Identification
- [Housing Questionnaire](#)
- Digital Equity Family Questionnaire Survey
- [Media Consent Form for New York City Department of Education](#)

If you need your account creation code to create a [NYC Schools Account Account](#), please email [ilopez22@schools.nyc.gov](mailto:ilopez22@schools.nyc.gov).

For more information, here is the [DOE webpage on your NYCSA account](#) and everything you can access on there.