Coney Island Preparatory Public Charter High School

Student and Family Handbook

2018 – 2019
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DISCLAIMER
Please note that this 2018 – 2019 edition of the Student and Family Handbook supersedes any earlier editions and that additions and changes to school policies and this Handbook. The School reserves the right to modify the Handbook during the year with notice to students and their families and reissue the Handbook at any time. Final authority on all matters rests with the school administration and Board. Coney Island Prep is not responsible for any accidental omissions. It is the responsibility of all students, parent/guardian and staff to review this Handbook periodically.
INTRODUCTION

We are unbelievably excited to welcome you to the Coney Island Prep high school! For those of you who have been with Coney Island Prep since the 5th grade, we look forward to continuing to work with you for the next four years. And for those of you who are just now joining the Coney Island Prep family, we are excited to get to know you. For all of our families, new and returning alike, we know that you have a choice when it comes to the high school that your scholar attends, and we are honored and humbled that you have chosen Coney Island Prep.

That word “choice,” is an important one. We firmly believe that academic achievement leads to choices and opens doors that would otherwise be closed. Now more than ever, young people need college degrees in order to compete in the global economy, and truly have a choice in their future path. That is why we believe our mission of preparing every student to succeed in the college and career of their choice is so important. But if there is one thing we have learned during our first 6 years of operation, it is achieving academic success at the highest levels is not easy.

Being a student at Coney Island Prep High School is going to be extremely difficult, more so even than at our middle school. The rigor of classwork is going to ramp up quickly, the amount of homework that scholars are expected to complete will dramatically increase, and the amount of reading required in every class will be significant. And yet, we will continue to maintain the belief that learning can be, and perhaps even needs to be fun.

As our scholars get older, there can be a tendency to believe that they are ready to make more and more decisions for themselves. While we will work hard to help students responsibly manage their newfound independence, we believe it is critically important for families to continue to be extremely involved in their scholar’s education. To that end, we know that being a parent or guardian of a Coney Island Prep High School will be challenging, not the least because while our scholars may plead for more freedom and independence, we know that they will continue to need our help and support. During your scholar’s challenging times—and we know there will be many—we will continue to rely on you to remind them of the reason behind all of this hard work, and that is the promise of college success and the opportunity to truly be whomever and whatever they want to be.

As a family member of a Coney Island Prep scholar, we are going to be asking a lot of you. Please take the time to read through this handbook and make sure that you understand all of the expectations that will be placed both on your scholar, and on you. We want to be as upfront and honest as possible about everything that will be asked of you so that there are no surprises once the school year starts.

On behalf of the entire Coney Island Prep team, thank you for entrusting your scholar to us. We look forward to partnering with you to provide your scholar with outstanding education that they deserve.

Sincerely,

Jacob Mnookin
Executive Director
THE SCHOOL

OUR MISSION
Students at Coney Island Preparatory Public Charter High School (“Coney Island Prep” or the “School”) will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will realize success through a rigorous academic program, with a strong focus on writing, in a supportive and structured school community.

OUR VISION
We believe that all students, regardless of socio-economic status, ethnicity, or language, are entitled to a high-quality education that will present them the opportunity to succeed in the college and career of their choice. Coney Island Prep makes use of rigorous academics, marked with frequent assessment and evaluation, in order to consistently set high standards for achievement and encourage students to overcome all obstacles. With high expectations for academics and behavior, and the supports and accountability measures to uphold those expectations, Coney Island Prep provides a school culture that creates strong character, self-advocacy, and a responsibility to become life-long learners. Through transparency in all policies and structures, devoted school leaders and faculty ensure that the families and the communities in which they reside are invested in the success of their scholars. While the high school’s core values have grown from PRIDE into a longer and more demanding list, PRIDE will always be a part of who they are. Our updated core values are listed below.

1) OPTIMISM
2) ZEST
3) Grit
4) Curiosity
5) Empathy
6) Gratitude
7) Self-Control
8) Citizenship
RESPONSIBILITY AND ACCOUNTABILITY

PHILOSOPHY
The choice to send your scholar to Coney Island Prep is a precious one, and one that demonstrates your high hopes and expectations for your scholar, yourselves, and for us. We share those dreams with you, and are committed to making them a reality as we prepare your child for college. But we cannot do it without you.

Coney Island Prep is based on shared responsibility and accountability. As students, families, and teachers, we each must fulfill our responsibilities and we each must be held accountable for doing so. What does this mean?

What We Expect From Students
First and foremost, it means that we are going to expect a lot from the students. We expect students to:

• Follow our dress code, and come to school on-time and prepared.
• Be inclusive and kind with their peers.
• Be courteous to all staff and speak with staff in an appropriate tone.
• Present themselves well in all situations.
• Ask for help when needed.
• Be honest and accept responsibility for their actions and any associated consequences.
• Complete all of their assignments.
• Try very hard, even after experiencing challenges.
• Take feedback to heart and work to make improvements based upon that feedback
• Submit their best work.
• Be a positive role model for all of Coney Island Prep.
• Make good choices, even when no one is looking.

What We Expect From Families
For families, it means we are going to expect a lot from you as well. Along with those countless and seemingly endless responsibilities you carry as families, we also expect you to do certain things as a Coney Island Prep family. For example, you are expected to:

• Act respectfully to all members of our school community.
• Ensure that your student arrives daily, punctually, and in uniform, ready to actively participate in all classes.
• Oversee your student’s completion of all homework assignments.
• Support additional after-school tutoring as needed.
• Require your scholar to fully accept all consequences of his or her behavior.
• Work with the school to ensure that your student is surrounded by one voice—while we may disagree over certain things, it is of the utmost importance that when communicating to your student, the message that your student receives from you is the same as the one that they receive from us.

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What You Can Expect From Staff

For staff, it means we continue to expect a lot from ourselves. Along with the daily responsibilities we carry as educators, we also expect ourselves to do certain things and behave in certain ways as Coney Island Prep staff. You can expect us to:

- Act respectfully to all members of our school community.
- Prepare engaging, demanding lessons in all of our classes every day.
- Assign and evaluate appropriate homework assignments each night.
- Provide additional support outside of class to those students who need it.
- Be responsive to parents and families, and work to keep you updated on your students behavior and academics.
- Be held accountable for our behavior as teachers dedicated to the mission of preparing each Coney Island Prep scholar for success in the college and career of their choice.

For all of us, the Commitments to Excellence, reprinted on the next three pages, represent the most important responsibilities for being a member of the Coney Island Prep community. The Commitment makes scholars aware of what being a Coney Island Prep scholar is all about. For families, the Commitment identifies your important role in the life of your scholar and that of the school. We all have responsibilities to meet. In exchange for what scholars and families do, we promise to provide scholars with a safe and orderly environment in which they’ll enjoy studying and learning and we promise to prepare each scholar to succeed in the college and career of their choice. It’s not a complete list of what needs to be done. We are positive that we all have more to do. But it gives a clear idea of your vital role as families, and what it will take to make this year a successful one for your child.
Family Commitment to Excellence

- I will ensure my scholar arrives at Coney Island Prep by 8:00 a.m. (Monday-Friday).
- I will ensure that my scholar follows Coney Island Prep’s dress code each day, according to the guidelines in the Student and Family Handbook.
- I will communicate respectfully with the Coney Island Prep staff and teachers.
- I understand the importance of homework and will provide time and a quiet environment for my scholar to complete his/her homework each night.
- I will make myself available for staff and teachers to express any concerns they might have.
- I will carefully read all forms sent home with my scholar, as well as the Coney Island Prep family newsletter.
- I agree to ensure that my scholar completes his/her assignments to a high degree of quality.
- I agree to respond appropriately if I become aware that my scholar’s assignments do not reflect their best effort.
- I agree to ensure that my scholar prepares diligently for tests by studying in the manner recommended by his/her teacher.
- I agree to do my best to help my scholar meet and exceed Coney Island Prep’s expectations.
- I agree to support and promote the rules of behavior outlined in the Family Handbook to protect the safety, interests, and rights of all individuals in the Coney Island Prep community.

__________________________________________  __________________
Family Signature                                      Date

__________________________________________
Printed Name
Student Commitment to Excellence

• I agree to arrive at Coney Island Prep by 8:00 a.m. (Monday-Friday), prepared for classes.
• I agree to follow Coney Island Prep’s dress code each day, according to the guidelines in the Family Handbook.
• I agree to be respectful and courteous to my fellow peers, teachers, and Coney Island Prep staff.
• I will listen to others and give them my respect as I expect them to respect me.
• I agree to be responsible for my own learning and ask a question when I do not understand an assignment or what is expected of me.
• I agree to be honest and accept responsibility for my actions.
• I understand the disciplinary consequences outlined in the Student and Family Handbook and will accept them if I do not follow Coney Island Prep’s Code of Conduct.
• I agree to complete my homework thoughtfully every night.
• I agree to prepare for tests by studying diligently in the manner recommended by my teacher.
• I agree to work, think, and behave in the best way I know.
• I agree to follow the Coney Island Prep Code of Conduct to make the school a safe and orderly environment, where my peers and I can succeed academically and socially.
• I will behave so as to protect the safety, interests, and rights of all individuals in the Coney Island Prep community.

_________________________________________  ________________________
Student Signature                                Date

_________________________________________
Printed Name
Staff Commitment to Excellence

- I will arrive at Coney Island Prep by 7:15 a.m. (Monday-Friday) prepared to work.
- I will strive to improve my teaching or administrative abilities and develop professionally.
- I agree to follow codes of professional dress each day.
- I agree to engage in respectful and regular communication with scholars and parents/guardians concerning student progress.
- I agree to support the intellectual and social development of scholars at Coney Island Prep.
- I agree to model the hard work and discipline that I expect of Coney Island Prep scholars.
- I agree to make myself available and approachable for scholars and families to express any concerns they might have.
- As a teacher, I agree to create lessons that reflect passion and knowledge of the subject.
- I agree to work relentlessly to provide a quality education for Coney Island Prep scholars.
- I agree to form meaningful and positive relationships with scholars, staff, and families to support the success of the school.
- I will teach in the best way I know how to help Coney Island Prep scholars succeed.
- I agree to protect the safety, interests, and rights of each Coney Island Prep scholar as to ensure scholars gain fundamental skills for success in college and the career of their choice.

__________________________________  __________________
Staff Signature                        Date

__________________________________
Printed Name
CODE OF CONDUCT

OVERVIEW
At Coney Island Prep, we want to ensure that there is a fair and consistent Code of Conduct (“Code”) so that that students know what is expected of them at all times. We have developed a school-wide discipline system that rewards students for positive behavior, while ensuring that appropriate disciplinary action is taken when students do not adhere to the Code.

Student disciplinary offenses are those actions or inactions that violate the School’s Code or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

• A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.

• School-related disciplinary offenses may also include misconduct outside the school, such as the use of social media in a manner that reasonably could affect the school or learning environment. School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student’s misconduct, taking into account the following factors:
  • The student’s age and maturity level;
  • The nature and seriousness of the infraction and the circumstances which led to the infraction;
  • The student’s previous disciplinary record;
  • The effectiveness of other forms of discipline;
  • Information from parents, teachers and/or others, as appropriate; and
  • The student’s attitude; and other relevant factors.

LEVELS OF DISCIPLINARY ACTION
When a student does not meet behavioral expectations and a violation of the School’s Code has occurred, clear and consistent disciplinary action will ensue, including demerits, which can lead to detention, and other consequences as further described below. Students with questions regarding demerits, detention or disciplinary consequences can reach out to the Dean of Students for his/her grade level.

Ultimately all of our systems are designed to intervene when a scholar demonstrates behavior that does not put them on the path to the college and career of their choice. Therefore, when it becomes apparent that our systems have proven to be ineffective in intervening with a pattern of troublesome behavior, Deans of Students have the discretion...
to apply additional or different consequences in order to help facilitate a change in scholar behavior.

The levels of disciplinary actions follow a model of escalating consequences, and include, but are not limited to:

**Demerits**
This is the first level of correction. When a scholar violates our code of conduct, staff members are instructed to administer demerits. Our demerits are distinct from our detention system, insofar as demerits earn students deductions to their Riptide Rewards behavior score, but do not add up to detention time. It should be noted, however, that students persistently earning these small demerits will likely be referred from class to the dean’s office, which will trigger earning detention time. Further disciplinary measures may be imposed in conjunction to the demerits listed below, depending on the circumstances, and will be consistent with the School’s Code of Conduct.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Demerit Value</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprepared</td>
<td>-1</td>
<td>Missing materials needed for class. (example: 9th graders missing HW agendas)</td>
</tr>
<tr>
<td>Disregard for Feedback (DFF)</td>
<td>-1</td>
<td>A scholar has been given explicit verbal or non-verbal feedback to follow and they do not do so.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Issued to scholars who are:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-eating food or drinking a beverage other than water anywhere outside of the cafeteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-engaging in horseplay/roughhousing without malicious intent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-screaming, laughing, or in any way using a volume over campus in hallways and cafeteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-using the wrong staircase or excessively blocking the hallway flow of traffic</td>
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<tr>
<td></td>
<td></td>
<td>-scholars engage in public displays of affection (outside of a quick and friendly hug)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-using profanity (accidentally or not)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Leaving a mess (i.e. leaving trash on their desk or cafeteria table when they leave)</td>
</tr>
<tr>
<td>School Conduct</td>
<td>-1</td>
<td>Students are late to any class without a yellow hall pass or an adult escort.</td>
</tr>
<tr>
<td>Late to Class</td>
<td>-1</td>
<td>Issued to scholars who are:</td>
</tr>
<tr>
<td>Community Conduct</td>
<td>-1</td>
<td>-screaming, yelling, or otherwise disrupting the community's noise level</td>
</tr>
<tr>
<td>Violation</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Dress Code Minor          | Issued to scholars who are missing minor portions of uniform or are wearing uniform incorrectly:  
- missing a belt   
- shirt untucked (Can be given after one reminder.) Note: Sweaters, blazers, and vests do not have to be tucked, only polos and oxford-style shirts.  
- wearing inappropriate outerwear in the school building (i.e. wearing a coat or hoodie.) |
| Dress Code Major          | Issued to scholars who are missing a major portion of their uniform:  
- wearing school-inappropriate pants (i.e. jeans)   
- wearing school-inappropriate top (i.e. does not have any acceptable form of uniform top when scholar arrives at school)  
*This is an automatic detention as it will require reporting to the dean’s office to acquire the appropriate uniform pieces.* |
| Student ID Card           | When students arrive without a school ID.                                      |
| Late to School            | Issued to students who arrive late to school after 8:30 am.                   |
| Cell Phone                | Issued to scholars who have a cell phone visible or audible out in the school building. This includes cell phone use and cell phones going off in book bags or falling out of pockets. All staff must issue a dean’s referral to a student earning a cell phone violation so that the phone can be turned into the office. If the cell phone use was accidental, teacher has discretion for the student to return to class after turning in the cell phone. |
| Disrespect                | Issue a disrespect violation in instances when a scholar:  
1. behaves in such a way that compromises the emotional safety of him/herself, a peer, or an adult, OR  
2. a teacher uses all the tools in his/her toolkit to encourage a scholar to follow directions and get on task, and he/she still does not comply.  
*This will necessitate a dean referral and thus an automatic detention.* |
| Academic Dishonesty       | Plagiarizing, copying another student’s work, or cheating on an academic assessment of any kind. This necessitates an automatic detention and a phone call home to notify parent and student of potential for escalating consequences. Teachers have discretion on whether to refer a scholar immediately to the dean’s office. For the most serious offenses (i.e. cheating on an exam), scholars should be referred in addition to issued this demerit.  
*This will necessitate a dean referral and thus an automatic detention.* |
| Trespassing               | A scholar is found present in an area of the building without permission (i.e. cutting class, hiding out, etc.). Also can be used |
for scholars wandering the hallways for extended periods of time with a pass that should be used expressly for bathroom visits or quick errands.

*This will necessitate a dean referral and thus an automatic detention.*

Issued to scholars who are missing a major assignment for class. NOTE: This triggers an automatic tutoring detention, which will be scheduled at a separate time and served with the teacher issuing the violation. Essentially, this becomes a mandated after-school tutoring block to make up the major missing assignment.

**Detention**

Detention will be held after school every Wednesday from 4:05-5:05 pm and Friday from 2:15-3:15 p.m. Please note: these times may be adjusted on days when the schedule is changed for Community Meeting.

During detention, students will reflect on the violations they received leading up to the day of their consequence. If their reflection is not completed within the allotted sixty minutes, the scholar will remain in the building until it is finished. Scholars will also use detention time to plan around solving problems leading to misbehavior, and to complete any necessary restorative acts to regain the trust of the school community.

Students can earn additional detention time in 30-minute increments for each additional set of misbehaviors as determined by the Dean of Students or VP of Culture. For example, a student could earn a 1-hour detention for a first infraction, an additional 30 minutes for another one, and a full 2-hours for multiple disciplinary infractions in a given culture week.

**Dean’s Office Referral:** Students who engage in egregious breeches of our code of conduct or receive a violation worthy of an automatic dean referral will be sent out of class to the Dean of Students.

Students will remain in the Dean’s Office until the referring teacher or dean is able to join them for a conference. If the student has shown that s/he is unwilling to fix his or her behavior, then the student will remain in the Dean’s Office until s/he demonstrates that they are meeting all expectations.

Dean referrals may also lead directly to Out-of-School suspensions if the offending behavior falls within the categories listed on subsequent pages.

**Out-of-School Suspension**

Students will earn an out-of-school suspension due to an infraction to the school’s Code of Conduct as described in more detail below (see List of Certain Actionable Offenses for a non-exhaustive list of infractions that may result in an out-of-school suspension or expulsion).
If serving this consequence, scholars may not attend school for a predetermined amount of time and may not return to school without a guardian present for a resetting expectations meeting.

Out of school suspension means a student has temporarily lost the right to attend school or participate in school-sponsored events for the set period of the suspension. A Dean of Students or other administrator will decide the duration of the suspension.

Re-Entry Meeting
A re-entry meeting is required after a suspension in order to return to school. An administrator and the student meet to discuss the student’s readiness to return to school. Students may only return to school after the administrator has determined the student is ready to return; if the administrator determines that the student is not ready to return, the suspension will be extended. The presence of parents/guardians of students is required to participate in the re-entry meeting. Should a scholar return to school without a parent or guardian, the Dean of Students will make a decision whether the student must return home, return to class, or stay in the Dean of Student’s office.

Behavior Contract
A contract signed by the student, an administrator, and parent/guardian describing specific behavior from a student’s previous offense and future consequences if that behavior is repeated. Violation of a behavior contract results in a disciplinary hearing.

List of Certain Actionable Offenses
The following list of actionable offenses is not exhaustive but provides examples of violations of the Code that may result in additional disciplinary action, in addition to demerits, detention, and suspension as defined above. The list may be modified from time to time and/or supplemented by Coney Island Prep staff with notice to students.

1. **Disrupting the School Environment**
   1. Arriving Late to School or Class: Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class.
   2. Cutting School, Class, Detention, or Mandatory School Events: Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion. In addition to other disciplinary consequences, students may not be promoted to the next grade if too much class time is missed.
   3. Misbehaving on School-Provided Transportation: Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case students and parents are responsible for travel to and from school) suspension and/or other consequences, depending on the circumstances. Misbehavior includes, but is not limited
to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver’s instructions.

4. **Blocking Access to Any Part of the School Building:** Students are not permitted to block access to any room or part of the school building. In addition to other disciplinary consequences, this offense may result in suspension and/or other consequences, depending on the circumstances.

5. **Violating the Dress Code:** Parents must bring the missing Dress Code items to the school, as students may be suspended or not be permitted to attend class if they are not in uniform. Violations of the dress code also may result in additional disciplinary consequences.

6. **Gum, Food, and Beverages:** Students may not chew gum or eat or drink at unauthorized times or places.

7. **Disrupting Class and Preventing Teaching:** Coney Island Prep can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

8. **Arriving to Class Unprepared:** When class begins, students must be prepared and have all necessary materials (books, paper, pen, pencil, etc.).

9. **Failing to Complete Homework:** Completing homework is essential to the success of individual students and the classroom community. Students are expected to complete all assignments on time.

10. **Cheating, Plagiarism, and Copying Other's Work:** Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

11. **Failing to Submit a Required Signature:** Students are required to secure the signature of a parent/guardian on homework assignments or school forms when requested.

12. **Forgery:** Students may not forge a signature. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

13. **Lying to a Staff Member:** Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

14. **Being Disrespectful toward a Staff Member:** A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

15. **Being Disrespectful toward a Student:** If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other...
students. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

16. Possession of Inappropriate Property: Students cannot possess iPods, or other electronic equipment or games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated. See also Student Supply Section. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

17. Gambling: Gambling or betting is not tolerated. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

18. Misbehaving Inside or Outside of Class: Misbehavior that violates this Code inside or outside of class (at School and/or on School grounds; participating in a School-sponsored activity; walking to or from School or a School-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from School or a School-sponsored activity) is not permitted. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

19. Sexting: A student may not send, receive or forward distribute pictures, video, or text messages of sexually suggestive nude or nearly nude images through the use of a cell phone or other electronic device. Students may not violate the Social Media Policy. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

2. Assault, Battery, Bodily Harm, Inappropriate Touching, and/or Threats

1. Causing Bodily Harm: Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person including with a weapon or dangerous object. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

2. Committing Assault or Assault and Battery: Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

3. Fighting or Unwanted Physical Contact: Coney Island Prep students may not fight with other students—from Coney Island Prep or any other school, or any other individuals. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

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4. Play Fighting and Threatening: Play fighting and/or the use of threats threatens the safety of the community. Students may not play fight and/or threaten others. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

5. Hazing: Students may not, in the course of another person's initiation into or affiliation with any organization, intentionally or recklessly engage in conduct which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury. This offense may result in suspension and/or expulsion other disciplinary consequences, depending on the circumstances.

6. Setting off a False Alarm or Making a Threat: Students may not intentionally set off a false alarm or make a destructive threat. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

7. Engaging in Sexual Activity or Inappropriate Touching: A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

8. Engaging in Intimidating, or Bullying Behavior, Including Cyber-Bullying: Bullying is defined as a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms: 1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings); 2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and 3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Cyber-bullying takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to “sexting”); pretending to be someone else in order to make that person look bad. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

3. Possession or Use of Firearms, Weapons, and/or Dangerous Objects
   1. Possession or Use of a Firearm: Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C.§ 7151, the School will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm.
firearm at school, except that the Executive Director of Coney Island Prep may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

2. **Possession or Use of a Mock Firearm:** Students may not possess or use a mock firearm. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

3. **Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

4. **Arson:** Students may not set a fire. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

4. **Possession, Use, or Distribution of Controlled Substances, Alcohol, and Tobacco**

   1. **Using or Possessing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated Coney Island Prep staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

   2. **Selling or Transferring Drugs or Alcohol:** Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.). This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

   3. **Using, Possessing, Selling or Transferring Tobacco Products:** The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.

5. **Harrassment**

   1. **Engaging in Harassing Behavior:** Students may not engage in any form of harassing behavior. Harassment is defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to bullying, cyber bullying, sexting or other conduct, verbal threats,
intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. In addition, students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

2. Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks). This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

3. Engaging in Inappropriate use of Social Media: Students may not engage in conduct or communication that may harass or intimidate any members of the school community, or reasonably lead to a disruption of the educational environment. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

6. Theft or Vandalism
   1. Theft, Loss, or Destruction of Personal or School Property: Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
   2. Mistreatment or Inappropriate Use of Technology or School Property: Students must treat computers, printers, and other technology with care. Coney Island Prep does not tolerate attempts to access the school’s files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

7. Failure to Comply with School-Imposed Consequences: Students must comply with school-imposed consequences. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

8. Repeated Violations of the Code of Conduct: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.
Procedures and Due Process for Short-Term Suspension

A short-term suspension refers to the removal of a student from Coney Island Prep for disciplinary reasons for a period of up to ten (10) days.

The Executive Director may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Executive Director shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student’s version of events shall also be provided. Before imposing a short-term suspension, the Executive Director shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Executive Director. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The Executive Director’s decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the complaint process of Coney Island Prep.

Procedures and Due Process for Long-Term Suspension/Expulsion

A long-term suspension refers to the removal of a student from Coney Island Prep for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, in compliance with applicable case law, will be followed:

• The student shall immediately be removed from the class or the school, as needed.
• The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
• The Executive Director shall immediately notify a parent or guardian of the student, in person or on the phone.
• The Executive Director shall provide written Notice to the student and his or her parent(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her parents/guardians shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
• The School will set a date for the Hearing. The student and his or her parent(s)/guardian(s) will be notified in writing of the:

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a. Charges and a description of the circumstances that gave rise to the hearing
b. Date, time and place of a hearing
c. Notice of the right at the hearing to:
   • Be represented by legal counsel (at the student’s/parent’s/guardian’s own expense)
   • Present evidence and question witnesses
d) Notice that an electronic or written record of the proceedings will be created and made available to all parties.
   • The School will attempt to reach the family by phone call to discuss the hearing.
   • In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the Student’s family/counsel. If necessary, records will be redacted in accordance with FERPA.

The Executive Director, or the designee of the Executive Director, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within four (4) school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board.

If the parent/guardian fail to attend the hearing and fail to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in the parent/guardian’s absence. In such an event, the School shall notify the parent/guardian in writing of the School’s determination, the student’s placement (if applicable) and their appeal rights, if any.

Appeals and/or Complaints
The Hearing Officer’s decision to impose a long-term suspension or expulsion may be challenged by the parent(s) or guardian(s) and appealed to the Board of Trustees or a committee of the Board. The appeal shall be scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion. Any student wishing to appeal a Hearing Officer’s determination shall submit a request in writing to the Executive Director within two (2) days of receiving the Hearing Officer’s ruling. The scope of the appeal will be limited to (a) the record established during the hearing, and (b) any written statement either party wishes to add to the record from the hearing. In rendering its determination, the Board may consult the recording of the hearing and any evidence submitted in connection with the hearing by the parties. Final decisions of the Board alleging a violation of the School’s charter or of applicable law may be appealed to the School’s authorizer. If the parents/guardians are not satisfied with the decision of the authorizer, the matter may be further appealed to the New York State Board of Regents.

Provision of Instruction During Removal
Coney Island Prep will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the general curriculum of Coney Island Prep. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. For a student who has been
expelled, alternative instruction will be provided in like manner as a suspended student until
the student enrolls in another school or until the end of the school year, whichever comes
first. Instruction will take place in one of the following locations: the child’s home, a
contracted facility or a suspension room at Coney Island Prep. One or more of the following
individuals will provide instruction: teacher, teacher aide, or a tutor hired for this
purpose. Please note that whoever administers this instruction will meet all certification
requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.\footnote{The school complies with all applicable federal and state rules regarding teacher credentialing.}

**GUN FREE SCHOOLS ACT**

Federal and State law require the expulsion from School for a period of not less than
one year of a student who is determined to have brought a firearm to the School, or
to have possessed a firearm at school, except that the Executive Director may
modify such expulsion requirement for a student on a case-by-case basis, if such
modification is in writing, in accordance with the Federal Gun-Free Schools Act of
1994 (as amended).

“Weapon,” as used in this law means a "firearm," as defined by 18 USC§8921, and
includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates
this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily
capable of causing death or serious bodily injury. Knives with a blade of two
and half inches or more in length fall within this definition.

- Any weapon (including a starter gun) which will or is designed to or may
readily be converted to expel a projectile by the action of an explosive.

- The frame or receiver of any weapon described above.

- Any firearm muffler or firearm silencer.

- Any destructible device, which is defined as any explosive, incendiary, or
poison gas, such as a bomb, grenade, rocket having a propellant charge of
more than four ounces, a missile having an explosive or incendiary charge of
more than one-quarter ounce, a mine, or other similar device.

- Any weapon which will, or may readily be converted to, expel a projectile by
the action of an explosive or other propellant, and that has any barrel with a
bore of more than one-half inch in diameter.

- Any combination of parts either designed or intended for use in converting
any device into any destructive device in the two immediately preceding
examples, and from which a destructive device may be readily assembled.
The Executive Director shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Executive Director shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

**OFF CAMPUS DISCIPLINE POLICY**

At Coney Island Prep, the discipline policy will be the same off of campus as it is on campus, including on the school bus or any other means of student transportation, and is applicable to all off-site trips as well as to stores that scholars may visit on the way to or from school. In that way, Coney Island Prep will maintain a “door-to-door” discipline policy, which begins when students leave their home to come to school, and ends when they reach home or their final destination after school. These policies extend to acceptable use for social networking sites, including, but not limited to Facebook, Twitter, Instagram, Snapchat, Tumblr, Vine, Wanelo, Wanelo, Kik Messenger, Oovoo, YouTube, Google+, and Flickr. Students are also responsible for following the school’s Code of Conduct when engaged in off-campus activities that impact the educational environment, such as through social media websites. Consequences for cyber bullying, for example, will be similar to those for bullying on campus.

**STUDENT INCENTIVES AND REWARDS**

**General**

Coney Island Prep High School is committed to rewarding students who make good choices. Our Riptide Rewards program assigns students special privileges and rewards if they earn a Riptide, Tsunami, or Tidal status level. A scholar’s Riptide Rewards score is made up of an average of points earned for the following:

- Behavior (sum of demerits and merits)
- GPA (the quarter’s grade point average to date)
- Attendance (the percent on-time and present)

Students earning the highest point totals will make Riptide Status. The next highest level is Tsunami Status. The third tier level is Tidal Status. All other scholars not yet in a reward level are considered “Earning.” The following table outlines the rewards and privileges afforded to students in each status level:
<table>
<thead>
<tr>
<th>Status Level</th>
<th>Rewards and Privileges</th>
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</thead>
</table>
| **RIPTIDE**  | · Access to the Student Commons during lunch and non-class hours  
|              | · Off campus lunch privileges (10th–12th graders only)  
|              | · Dress down Friday privileges (College or CIP tops and neat jeans)  
|              | · Dress down on your birthday (free dress!)  
|              | · Automatic access to that month’s Reward Trips  
|              | · Automatic access to the End of Year Trip (if earned in June)  
|              | · Membership in the Riptide Cheering Squad  
|              | · Priority in locker location for the following year |
| **TSUNAMI**  | · Off campus lunch privileges (10th–12th graders only)  
|              | · Dress down Friday privileges (College or CIP tops and neat jeans)  
|              | · Dress down on your birthday (free dress!)  
|              | · Automatic access to that month’s Reward Trips  
|              | · Automatic access to the End of Year Trip (if earned in June)  
|              | · Membership in the Riptide Cheering Squad  
|              | · Appropriate Cell Phone Use is allowed at lunch |
| **TIDAL**    | · Dress down Friday privileges (College or CIP tops and neat jeans)  
|              | · Dress down on your birthday (free dress!)  
|              | · Membership in the Riptide Cheering Squad  
|              | *Privileges may be added or removed throughout the school year at Dean’s discretion.* |

**STUDENTS WITH DISABILITIES**

**General**

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the
behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

**Provision of Services During Removal**

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the School year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, School personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.
Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student’s district of residence and other qualified personnel shall meet and review the relationship between the child’s disability and the behavior subject to the disciplinary action (subject to CSE’s availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

Compliance with the Child Find Requirements of IDEA

Coney Island Prep will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student’s district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student’s district of residence for an evaluation.

Compliance with Data Reporting Requirements of the IDEA

In compliance with 34 CFR §300.645, the School will submit an annual report to NYSED detailing the number of students with disabilities it serves, the nature of each student’s disability, and each student’s educational placement and setting. For reports that are the responsibility of the district of residence, the School will make
any necessary data available to the district in a timely fashion and will comply with 8 NYCRR §119.3, which details requirements for the “Charter School Report Card” and includes information relating to students with disabilities.

In compliance with 34 CFR §300.645, the School will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 - Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services; (2) PD-5C: mid-July - Students Exiting Special Education; (3) PD-6: Feb. 1 - Special Education Personnel; (4) PD-8: mid-July - Students with Disabilities Suspended for Disciplinary Reasons; and (5) SEDCAR-1: Mar. 1 - ASEP Request for IDEA suballocation.

The special education staff in conjunction with the Principal will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and NYSED, as required.

IN THE CLASSROOM

ATTENDANCE POLICY

Scholars can only be successful if they are present and prepared in school every day. If a scholar will not be in attendance, however, we ask that you adhere to the following procedures in order to notify the school of the scholar’s absence:

• Families and guardians are expected to call the school as early as possible, but no later than 8:30 a.m., if their child will not be attending school for any reason.
• Earlier, written permission is both welcome and appreciated;
• Calls should be made as far in advance as possible and can be left on the school’s main voice mail if necessary;
• If a student is not in school by 8:30 a.m. and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work;
• In phone calls to the school, voice mails, and notes, please leave or list your child’s name, your relationship to the child, and the reason for and date(s) of the child’s absence.

All questions regarding student attendance and attendance records should be directed to the school’s Operations team.

EXCUSED VS. UNEXCUSED ABSENCES

Only absences due to a medical emergency, family bereavement, or religious observance will be counted as excused. Note—if a student is absent for 3 or more days with a medical emergency they may be asked to submit a doctor’s note. All other absences will be considered unexcused, including but not limited to, family vacation, participation at sports
tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

If prior notification had not already been provided, upon the student’s return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his or her parent or guardian explaining in detail the reason for the absence. If a student made a medical visit, a note from his or her doctor is required in lieu of the parent note.

During out of school suspension, tutoring will be offered for any scholar after school. Additionally, scholars may come to pick up the work they have missed by communicating with the VP of Culture to set up a time for pick up. For excused or unexcused absences, any class work, homework, projects, quizzes, or exams missed during a student’s absence must be made up when scholars return to school. For scholars with out-of-school suspension, scholars will be expected to complete the majority of their missed assignments prior to a satisfactory reentry. This list of assignments will be made clear by the Principal or his designee.

For students returning from an excused or unexcused absence, teachers will work with students to set deadlines for completion of all work or exams, and may determine that such work receives less than a full grade depending on circumstances and when the work is completed.

Students with unexcused absences may be eligible to make up major assessments at the discretion of the Principal.

Since repeated absences means missing class, and missing class affects academic achievement, excessive absences will result in lower class grades since part of a student’s grade is based on his or her performance in class. Therefore, it is imperative that students are at school, on time, every day.

In addition, a student may be retained if he or she is absent for more than 12 days, which is equal to 6% of the school year, including both excused and unexcused absences.

Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

LATENESS
Students late to school – excused or unexcused – who arrive at or after 8:18 a.m. must go to the Main Office, before proceeding to their classroom. Students who arrive late may proceed to class with a late pass.

Please note that oftentimes, different clocks and watches vary in the time they read by seconds or even minutes. To that end, whether a student is late or not will be based off of the clocks at Coney Island Prep High School to ensure consistency and fairness.
EARLY DISMISSAL POLICY

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation, and the school has granted permission, no student will be dismissed early from school. If a parent or guardian does provide the school with a signed note explaining the situation and reason for the early dismissal, the student should then turn that note into the main office.

In addition, the parent or guardian must sign the student out with the Main Office before removing the student from school grounds. When signing the scholar out of the Main Office, you will be asked to present a valid photo ID. Students will not be dismissed unless the parent or guardian has physically come to the Main Office. To be clear, students may not be dismissed from school early unless they are with a parent or guardian, even if that scholar normally travels to and from school via public transportation, or by walking home.

Only adults who have been previously authorized to pick up the scholar from school will be allowed to do so. These people must be listed on the “Contact and Emergency Information” form. A person who is not listed will not be able to pick up the scholar.

In emergency situations, permission for early dismissal from a parent/guardian will be allowed via email or text message, but only when initiated by CIPHS staff.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 8:00 am of the day of the early dismissal. We also ask that doctor and dentist appointments are limited to non-school hours to avoid students missing class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

Students who repeatedly miss the same classes as a result of early dismissals may be required to make up missed class time and may earn full-day absences as a result.

HOMEWORK AND EXAMS

Each student is expected to complete all of his or her assigned homework on time every day. If a student does not complete a given homework assignment, that will negatively affect their grade for that course, as well as their GPA. In addition, if a scholar repeatedly fails to turn in their homework they may be required to meet with teachers outside of class time, or participate in after-school tutoring at the discretion of CIPHS staff, in order to make up that work.

Exams and Quizzes

If a student is absent for a test, he or she should be prepared to make it up on the day he or she returns, unless the teacher has made alternative arrangements. Any class work, homework, projects, quizzes, or exams missed during an absence must be made up at a time, as determined by the scholar’s teacher, when they return to school. Work or exams completed after the time determined by the scholar’s teacher will not receive full credit. In some situations, students may be required to stay afterschool to complete the assessments, in which case the family will be called to arrange this.
STUDENT SUPPLIES
While this is certainly not a complete list of everything students need to be successful at Coney Island Prep, the following is a list of supplies all students are expected to have on the first day of school:

- At least 1 sharpened pencil and 1 blue or black ink pen
- 1 yellow highlighter pen
- Each assigned summer reading book
- Summer reading assignments
- TI-83 Plus Graphing Calculator

Teachers will be providing students with materials lists during student orientation. Students should not purchase any materials before that time.

Student book bags and backpacks should look professional and be reflective of the scholarly effort and hard work we expect from all students. Student backpacks should also be large enough to fit one 2-inch binder and several novel-sized books in them. If we feel that a particular book bag or backpack is inappropriate, we may ask the family to provide their scholar with a different one.

Due to the increased size of CIPS’s student body and the related hallway congestion, scholars are encouraged to make infrequent trips to and from their lockers and should limit the amount of non-essential items he/she stores in the locker, bag, or backpack.

We encourage all students not to bring non-essential items of value to school – monetary or otherwise – since they cannot be securely stored. Students who bring inappropriate items to school, including, but not limited to portable video game players, and laser pointers, will have such items confiscated. A parent or guardian must come to the school to retrieve the confiscated items though the school will hold onto any such items for at least one week or longer after it has been taken away.

In today’s times, we understand the need for families to be able to be in touch with their scholars on the way to school and after school hours. To that end, Coney Island Prep will allow scholars to store their cell phones in their lockers during the school day. If there is an emergency during school hours and the family needs to get in touch with their scholar, we ask that you contact the school’s main office in order for the Operations team to take appropriate action and locate your scholar as necessary.

STUDENT DRESS POLICY
In order to improve the school’s educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy which applies to school days and school-sponsored events.
## Uniform Guidelines

<table>
<thead>
<tr>
<th>Uniform Item</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirts</strong></td>
<td>Lands’ End Shirt with CIPHS Logo REQUIRED. Options for Lands’ End Shirts include the following product numbers: Women’s: 167542-BP2, 445897-BP3, 473329-BP2, 445903-BP5 Men’s: 313701-5X6, 473330-BP5, 458481-5X9, 458476-5X8</td>
<td>See website for ordering.</td>
</tr>
<tr>
<td><strong>Pants</strong></td>
<td>Coney Island Prep highly recommends Lands’ End Khaki/Navy Blue pants but will allow similar pants that meet the following expectations: - Navy Blue or Khaki Color - No cargo pockets - Must include belt loops - No special designs - No brands or logos showing - No flares or bell bottoms - No Capri pants - Regular fit - No rivets - No jean-like material <strong>CIPHS reserves the right to ask a scholar’s family to bring in different pants if the ones worn do not meet expectations.</strong></td>
<td>Besides Lands’ End, we recommend the following: Gap Classic Style Khakis Dockers Signature Straight Fit French Toast Plain Uniform Bottom</td>
</tr>
<tr>
<td><strong>Belt</strong></td>
<td>Plain Black or Brown Belt of your choice.</td>
<td></td>
</tr>
<tr>
<td><strong>Footwear</strong></td>
<td>Sneaker of your choice.</td>
<td></td>
</tr>
<tr>
<td><strong>Sweater/Vest/Blazer/Tie (Optional)</strong></td>
<td>All of the items below are optional: Women’s: 320065-5X2, 430924-5X8, 430999-5X6, 414759-5X1, 414756-5X8, 393740-5X3, 414762-5X3 Men’s: 223025-5X4, 223013-5X1, 315298-5X0, 223018-5X4, 430921-5X4, 426729-BP4</td>
<td>No other logos or hoods allowed.</td>
</tr>
</tbody>
</table>

When students enter the school building, they must be in the proper uniform. They cannot change into the school uniform upon arrival or tuck their shirts in only after getting to class. Students also may not change out of their uniform before dismissal. Doing so may result in a violation or detention. Students who attend school events at Coney Island Preparatory Public Charter High School Student and Family Handbook Page 33
night or on Saturdays – on school grounds or otherwise – are expected to be properly dressed, either in the school uniform or as young professionals. This includes never wearing hats inside.

At all times during the school day, shirts must be tucked in. Students who do not have their shirts tucked in will be given a violation.

Ordering
The required shirts of the uniform must be purchased through Land’s End. There are three ways to order:

1) Online: Go to landsend.com/school and create or sign in to your account. Include your student and school information in My Account (or find Coney Island Prep HS using the Preferred School Number Search: 900157249. Start shopping with your personalized product checklist.

2) Phone: Call 1-800-469-2222 and reference your student’s Preferred School Number 900157249, grade level and gender. Land’s End team of consultants is available 24/7 for assistance.

3) Sears In Store: Visit your local Lands’ End at Sears store. Lands’ End associates can help you with sizing information and can place your Preferred School order online via the store kiosk. Please note, Lands’ End at Sears stores may have a limited product assortment (no logo’d merchandise is available in the store).

Uniform pants may be purchased through another vendor, but the pants must meet the uniform guidelines detailed on the previous page. CIPHS reserves the right to ask a scholar’s family to bring in different pants if the ones worn do not meet expectations.

The exact number of uniforms that you order is up to you. We recommend that you begin the school year with at least 3 sets, and then order more as needed.

We recommend families to order Lands’ End items by the first week of July 2018. The summer is a busy season for Lands’ End and scholars must be in full uniform on the first day of student orientation.

Lands’ End uniforms are slightly more expensive, but are high quality and will last longer. We believe they will help families save money in the long run. If you have any questions, please reach out to us.

Students who do not follow the guidelines appropriately may not be permitted to attend class, and may need to wait for the appropriate dress to be brought in by their families.

Gym
During gym class, if a student is wearing an appropriate undershirt (plain undershirt, a college t-shirt, or Coney Island Prep issued t-shirt), they will be allowed to change out of their dress shirt and wear only their undershirt during gym class. Please note that in these instances, students must still arrive at school in their full uniform, and may only change into a t-shirt at the beginning of gym class.
If a scholar does choose to remove their uniform shirt for gym class, they must keep their shirt in their backpack or book-bag; they may not carry the uniform shirt around with them for the rest of the day. This is to ensure that the scholar keeps the uniform clean, and does not lose it.

Hair, Hats, and Jewelry
Once students enter the school building, the wearing of hats, headwraps, bandanas, or kerchiefs is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated. Hair colors or shades of hair other than black, brown, blond, or red are also not permitted. Dyed hair or a hairstyle that serves as a distraction – at the determination of the school – will not be permitted.

In addition, any tattoos – small or large – must be covered at all times.

Jewelry should be appropriate for a professional, school setting and may not serve as a distraction to others or it will be confiscated. Medium- or large-sized chains must stay inside a student’s shirt and any face or tongue piercing must be removed before entering school. Earrings must not hang below the earlobe. Students who do not adhere to these guidelines will not be permitted to attend class.

STUDENT SCHOOL-DAYS
Breakfast service begins at 8:05 a.m., and the core academic school day begins at 8:18 a.m. every day, Monday through Friday. The core academic day ends at 3:54 p.m. everyday except for Wednesdays, when the day ends at 2:02 p.m.

CLASSROOM BEHAVIOR AND EXPECTATIONS
Students are expected to be inside the threshold of the classroom when the class begins, as indicated by the passing bell. Students should remain in their seats at all times unless given permission to move by the teacher (including throwing trash away, getting a tissue, and sharpening a pencil). Every student is expected to actively participate in class work through participating in the discussion or activity, taking notes, and following the lesson. At all times, students are expected to have with them an outside reading book, which they can take out if they have completed the work assigned by the teacher. Students failing to follow these expectations, including being late to class, may receive a violation or detention as a result.

Students are not allowed to have any food or drink in class, except for a bottle filled with water and water only, and no larger than 16 ounces. The bottle must see-through in order for staff members to be certain that the bottle contains only water. Students may only fill up their water bottle during class transitions, but must manage this time well, as they will still need to be in their seat at the time the next period begins or else they will be marked late. Students may not keep their water bottle on their desk during class. In addition, students should never walk around the school with food or drink – including before school begins or after school ends – or walk around the hallways with a straw or anything else hanging out of their mouths.
No student is ever allowed to have his or her head on his or her desk at any point during class. Students should never lean back in their chairs or put their feet up on school furniture.

During class, students should understand that there are certain necessary procedures that must be in place in order for effective learning to take place. These include, but are not limited to:

1. **Raising Hands:** If a student would like to participate in class discussions, they must raise their hands to ask a question, make a comment, or respond to a teacher’s question. Students are never expected to call out of turn in any of their classes and are never expected to leave their seats without the teacher’s express permission to do so, including to throw trash away, to get a tissue, or to sharpen a pencil.

2. **Eating.** Students should know that there is no eating during classes. We encourage all students to practice healthy eating habits for breakfast, lunch, and snacks.

3. **Gum Chewing.** There is no gum chewing in the building at any time. Students chewing gum will be issued a demerit. Students who repeatedly disregard this rule face more serious consequences or loss of privileges.

4. **Bathroom Procedures.** It is extremely important to maximize learning time for each and every scholar. While scholars will certainly have the chance to go to the bathroom throughout the school day, opportunities to go to the bathroom during key instructional times will be limited to emergency situations only.

Students are to address all staff members – teachers or otherwise, inside and outside of class – as Mr. or Ms. at all times.

Finally, since teachers’ classes are sometimes videotaped for internal instructional development, students may be occasionally and incidentally videotaped during the normal course of a lesson. We ask that families sign a “Media Release & Student Displays” form, which gives permission for Coney Island Prep to record, film, photograph, interview, and/or publicly display, distribute or publish your scholar’s name, appearance, and spoken words during their time at Coney Island Prep. Please contact the Director of Operations if you have questions about this form.

**ASSESSMENT**

We believe that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter high school. In order to ensure that all students reach these goals, we must be able to accurately measure how well students are mastering core skills, content, and standards. To do this, we will establish a baseline measure of student achievement and then continuously monitor and assess progress from that point. This will allow teachers to gauge content mastery levels and adjust instruction as needed.
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>When it is given?</th>
<th>Content Areas</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessments (including Midterm and Final Examinations)</td>
<td>October, December, March, June</td>
<td>Core Subjects</td>
<td>These assessments will help us gain a better understanding of exactly where the students are within each subject area.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Weekly</td>
<td>All</td>
<td>Teacher created quizzes allow teachers, administrators and students to know how each child is progressing towards the weekly objectives.</td>
</tr>
<tr>
<td>Regents Assessments</td>
<td>January and June</td>
<td>All, subject,</td>
<td>All students in New York State must take these assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>depending on the school year</td>
<td></td>
</tr>
<tr>
<td>Unit Assessments</td>
<td>Ongoing</td>
<td>All</td>
<td>These will be given at the conclusion of each unit, and may take the form of a traditional assessment, short answer, writing assignment, or lab report</td>
</tr>
</tbody>
</table>

Each of these assessments will be aligned with content and performance standards. This will provide teachers with several opportunities to monitor students’ progress toward mastering content and performance standards.

Quality of student performance on assessments such as projects, essays, and lab reports will be evaluated using teacher-developed rubrics.

**COMMUNICATION WITH FAMILIES**

Because we consider ourselves a community and family partner, we will keep families informed of their child’s academic progress toward promotion on a consistent basis. Families will receive both verbal and written communication concerning the progress of their child. Families will also receive progress reports online through the Illuminate Parent Portal every other week, and a report card at the end of every quarter.

- **Family Orientations:** We will hold one family orientation throughout the summer. This will take place in August 2018 for the entire student body. During these family orientation sessions the expectations for parents will be clearly laid out, and important features of the school’s program will be highlighted, and attendance at family orientation is mandatory.
• **Family Conferences:** Family conferences will be held after the quarter ends. During conferences, Report Cards will be distributed, including both a quantitative and qualitative evaluation of the student’s academic performance. We will schedule family conferences at the end of the year as needed. We ask all families to reserve the Wednesday evening after each quarter to attend family conferences.

• **Workshops:** We offer a variety of workshops throughout the school-year that are geared towards families, primarily with a focus on college readiness. In the past, these workshops have covered such topics as “Paying for College”, “SAT Overview and Preparation”, and “College Lists and Visits.” We hope that families find these workshops helpful and will attend these workshops throughout the year.

• **Family Surveys:** We will administer a family survey approximately two times per year, during which time families will have the opportunity to rate the school on a variety of criteria.

If a student owes any school materials at the end of the school year, the final report card will be withheld until those materials are returned or paid for, and all accounts are clear.

**Phone Call and Email Norms**

Another way that we work with families in our scholars’ education is by providing families with the cell phone numbers and email addresses of all staff members. In order to make sure, however, that our staff is able to have the time that they need to plan, prepare, and rest, we ask that you follow a few expectations for phone calls, text messages and emails, which are detailed below.

**Time**

- Please do not call, email or text staff before 7:00 a.m.
- Please do not call, email or text staff after 8:00 p.m.
- Please do not call, email or text staff on Saturdays.
- If you are going to call, email or text staff on a Sunday, please only do so between 3 p.m. – 7 p.m.

<table>
<thead>
<tr>
<th>Question/Concern</th>
<th>Who To Call</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question about my scholar’s homework</td>
<td>Subject teacher</td>
<td>Teacher cell phone numbers will be listed on the Staff Contact sheet</td>
</tr>
<tr>
<td>Questions about my scholar’s behavior</td>
<td>Grade-Level Dean</td>
<td>Grade-Level Dean cell phone numbers will be listed on the Staff Contact sheet</td>
</tr>
<tr>
<td>Questions about transportation</td>
<td>Operations Coordinator</td>
<td>(718) 676-1063</td>
</tr>
<tr>
<td>Do we have school tomorrow?</td>
<td>Operations Coordinator</td>
<td>(718) 676-1063</td>
</tr>
</tbody>
</table>

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I need to pick up my scholar early from school

Operations Coordinator

(718) 676-1063

I do not think that my scholar is being challenged academically

Principal

(718) 676-1063

I need an extra permission slip

Operations Coordinator

(718) 676-1063

Emergencies that occur after 8 p.m. and/or before 7 a.m. or on Saturdays

Dean of Students

Dean of Students cell phone numbers will be listed on the Staff Contact sheet

**GRADING POLICY**

Students at Coney Island Prep will earn grades based on their demonstration of mastery of the New York State Learning Standards. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area. Grading weights are approximately calculated as follows. Please note, however, that exact weights vary slightly by subject-area. For courses that end with students taking a Regents exam, that exam will count as the 4th Interim Assessment.

**Grading Weights**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Assignments (assessments, papers, portfolios, long-term projects)</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Classwork</td>
<td>30%</td>
<td>25%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
<td>20%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Final, end-of-year grades are calculated as follows: each quarter grade is worth 25%.

**End-of-Year Grade Calculation**

<table>
<thead>
<tr>
<th>Quarter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Quarter</td>
<td>25%</td>
</tr>
<tr>
<td>Second Quarter</td>
<td>25%</td>
</tr>
<tr>
<td>Third Quarter</td>
<td>25%</td>
</tr>
<tr>
<td>Fourth Quarter</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The table below indicates the ways in which letter, percentage, and rubric grades will be used at Coney Island Prep and what these grades mean in terms of a student’s level of mastery of the State Content Standards.

**Grading Policy**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rubric Score</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100%</td>
<td>4</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93 – 96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>3</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
<td>2</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
<td>1</td>
<td>A student earning a D in a course is inconsistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>D</td>
<td>65 – 66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65%</td>
<td>0 or 1</td>
<td>A student earning less than 60% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.</td>
</tr>
</tbody>
</table>

**COLLEGE AND CAREER READINESS**

The College and Career Readiness Program at Coney Island Prep takes students through a four year series of courses designed to ensure that all of our students are prepared for success in college and beyond. Beyond content knowledge and cognitive strategies, being college ready includes other abilities frequently untaught in schools that help students succeed despite the unknowable yet inevitable challenges of college and life. College and Career Readiness will prepare scholars to be successful, independent young adults, equipped with the tools necessary to succeed academically, socially and emotionally in high school, college and life.

**College and Career Readiness Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
<th>College and Career Readiness Diploma Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Need 3</td>
<td>Credits</td>
<td>Regents Score</td>
<td>Credits</td>
<td>Regents Score</td>
</tr>
</tbody>
</table>
**College and Career Readiness Track**

<table>
<thead>
<tr>
<th>Transcripts</th>
<th>Junior College and Career Readiness</th>
<th>Senior College and Career Readiness</th>
<th>Study Skills 1*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>1 - 1 - 1 - 1 - 1 - 1</td>
<td>1 - 1 - 1 - 1 - 1 - 1</td>
<td>2 - 2 - 2 - 2 - 2 - 2</td>
</tr>
</tbody>
</table>

*This course is not required in order to earn a diploma, but the credits listed above will count as an elective credit towards graduation.*

**College and Career Readiness Course Descriptions**

Transcript Course Name: **Junior College and Career Readiness**  
*Course Number:* 3510  
*Credits:* 1 Elective Credit  
*Prerequisites:* N/A  
*Description:* The CCR course in 11th grade will shift to SAT preparation where scholars will learn test-taking techniques, review problems in class, learn the structure of the SAT for two class periods and take a full practice section for the third period. After each high stakes test, scholars will spend time researching summer programs, revising college lists, revisiting college essays, and preparing to request formal letters of recommendation to have a “test prep break.” During SAT workshops, scholars will meet one on one with their counselor to procure a spot in a summer enrichment program. By the end of junior year, scholars will complete a first draft of their college lists, college essay, request staff recommendations, and will participate in a meaningful summer program.

Transcript Course Name: **Senior College and Career Readiness**  
*Course Number:* 3514  
*Credits:* 1 Elective Credit  
*Prerequisites:* N/A  
*Description:* In 12th grade, CCR class will take form as a workshop where scholars will independently with counselor support, move through the college application process. As scholars move through the college application process, they will review in depth their financial aid options and prepare for the shift from high school to college.

**Study Skills Track**

**Study Skills Course Descriptions**

Transcript Course Name: **Study Skills 1**  
*Course Number:* 3500  
*Credits:* 2 Elective Credits  
*Prerequisites:* N/A
**Description:** Students in this course will work towards competence in self-management and the ability to plan, organize, and take independent action.

**Transcript Course Name:** **Study Skills 2**  
**Course Number:** 3502  
**Credits:** 2 Elective Credits  
**Prerequisites:** N/A  
**Description:** Students build off of their skills from Study Skills 1. In this course will work towards competence in self-management and the ability to plan, organize, and take independent action.

### ENGLISH

The English Department at Coney Island Prep High school offers a rigorous four-year course of study that fosters critical thinking, reading, and analytical skills, technological proficiency, creativity, and sophistication in writing. With the skills gained through this course of study, students graduating from Coney Island Prep High School will be prepared for success in the academic and professional areas of their choice.

#### English Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Credits</td>
<td>Regents Score</td>
</tr>
<tr>
<td>English Need 8 credits total</td>
<td>English 1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>English 2</td>
<td>2</td>
<td>65+</td>
</tr>
<tr>
<td></td>
<td>English 3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>AP Language and Composition</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>English 4</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>AP Literature</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* See page 2 for more information regarding College and Career Readiness Diploma Designation options

#### Potential English Tracks

9th: English 1  
10th: English 2  
11th: English 3 or AP Language and Composition  
12th: English 4 or AP Literature and Composition

#### English Course Descriptions

Transcript Course Name: **English 1**  
**Course Number:** 3101  
**Credits:** 2 English credits

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Prerequisites: N/A
Description: English 1 is designed to prepare students for the intensive reading and writing work that will come in the upper grades and college. Students will be challenged to grow as thinkers by utilizing their literacy skills to explore the world and question their role in their local and global societies. Ultimately, the aim of this course is for students to be able to build upon their prior knowledge to become independent readers and writers with a passion for learning more about themselves in the coming years of instruction. Texts will vary by section.

Transcript Course Name: **English 2**  
**Course Number:** 3102  
**Credits:** 2 English credits  
**Prerequisites:** English 1  
Description: The 10th grade course if focused on exposing students to a wide range of World literature. Course texts and assignments will build on students' reading comprehension and vocabulary skills. There will also be a strong focus on student presentation skills and weekly writing assignments.

Transcript Course Name: **English 3**  
**Course Number:** 3103  
**Credits:** 2 English credits  
**Prerequisites:** English 1 and 2  
Description: American literature is the focus for this eleventh grade English class. As students prepare concretely for the college admissions process, writing and reading in this class are taken to the next level. The literary analysis essay will be a major focus of this course, as well as reading and analyzing literature through Socratic Seminars that will be applicable to the college-level English classroom. Texts will vary by section.

Transcript Course Name: **AP Language and Composition**  
**Course Number:** 3109  
**Credits:** 2 English credits  
**Prerequisites:** See AP Policy.  
Description: The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Transcript Course Name: **English 4**  
**Course Number:** 3104  
**Credits:** 2 English credits  
**Prerequisites:** English 1, English 2, and English 3 or AP Language and Composition  
Description: English 4 is designed to prepare students for the writing they will do at the university level and in their professional lives. Both at school and at work, writing usually involves reading articles, reports, or books intended for an educated audience, making connections among multiple sources, and using this knowledge to develop and independent argument that response to the ideas of others.

Transcript Course Name: **AP Literature and Composition**  
**Course Number:** 3113  
**Credits:** 2 English credits  
**Prerequisites:** See AP Policy.  
Description: The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery,

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2 Adapted from AP®

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symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.  

Critical Reading Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading*</td>
<td></td>
<td>Credits</td>
<td>Regents Score</td>
</tr>
<tr>
<td>Critical Reading 1</td>
<td></td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

*This course is not required in order to earn a diploma, but the credits listed above will count as an elective credit towards graduation.

Critical Reading Tracks

Critical Reading Course Descriptions

Transcript Course Name: Critical Reading 1

Course Number: 3100
Credits: 2 Elective or English Credits
Prerequisites: N/A
Description: This course is designed to help students build the literacy skills necessary to tackle grade-level texts. Students in this class will build their literacy skills through guided reading, independent reading, and individualized skills practice.

English Composition Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td></td>
<td>Credits</td>
<td>Regents Score</td>
</tr>
<tr>
<td>Composition 2</td>
<td></td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

Potential English Composition Tracks

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3 Adapted from AP®
English Composition Course Descriptions

Transcript Course Name: Composition 2
Course Number: 3118
Credits: 2 credits
Prerequisites: N/A
Description: N/A

LANGUAGE

The Language Department at Coney Island Prep High School will open doors and new opportunities to students through engaging and challenging coursework and cultural experiences. The vision of this department is that students will develop and improve their communication skills in world languages through the four modalities (listening, writing, speaking, and reading) in order to better understand the diverse communities and cultures throughout the world, as well as their own communities and cultures.

Language Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Need 6 credits total</td>
<td></td>
<td>Credits</td>
<td>LOTE Score</td>
</tr>
<tr>
<td>French 1</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>French 2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>French 3</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

*This course is not required in order to earn a diploma, but the credits listed above will count as a language credit towards graduation.

Potential Language Track

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th: French 1</td>
<td></td>
</tr>
<tr>
<td>10th: French 2</td>
<td></td>
</tr>
<tr>
<td>11th: French 3</td>
<td></td>
</tr>
</tbody>
</table>

Language Course Descriptions

Transcript Course Name: French 1
Course Number: 3601
Credits: 2 Language credits
Prerequisites: N/A
Description: This introductory course for non-native speakers will emphasize conversational French skills and provide students with the linguistic and cultural foundation to continue studying French. Although both English and Spanish will be used in the classroom, the goal for all students is to build communication skills that will enable them to utilize French and to ask and answer questions and provide information with greater frequency and proficiency as the course progresses. All four modalities will be practiced (listening, speaking, reading, and writing).
Transcript Course Name: **French 2**  
*Course Number: 3605*  
*Credits: 2 Language credits*  
*Prerequisites: French 1*

*Description:* French 2 is an intermediate level course for non-native and heritage speakers that will build upon the vocabulary, linguistic and cultural topics mastered in French 2. Students will be expected to communicate in French, except when complex linguistic or culture subjects are covered. Completion of independent projects, frequent class participation and demonstrated proficiency in communication will be essential to success in this course. Exploration of the culture of French speaking countries will also be emphasized in order to build cultural literacy and understanding. This course will emphasize the development of students’ communication, listening, reading, and writing abilities in French.

Transcript Course Name: **French 3**  
*Course Number: 3609*  
*Credits: 2 Language credits*  
*Prerequisites: French 1 and French 2*

This advanced-level French course for non-native and heritage speakers will provide students with opportunities to build their oral, reading, writing, and listening skills. Students will be expected to communicate in French, except when complex linguistic topics are covered. Exploration of the culture and history of French speaking countries will aid in building cultural literacy and understanding. This course will also allow students the opportunity to use their French language skills to complete a variety of projects and assignments, including debates on written work. At the end of the course, students will take the NYC LOTE (Languages other than English) Exam in French.

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**MATHEMATICS**

The Math Department at Coney Island Prep provides all students with a solid basis of understanding and appreciation for mathematical reasoning in theoretical and real life circumstances, problem solving and analytical skills. Courses are offered at varied levels to challenge all students no matter their mathematical abilities. All courses provide students with an environment in which to develop as mathematical thinkers, comfortable with the fact-paced and ever-changing technological world.

### Math Requirements

#### Potential Math Tracks

All three Math tracks provide scholars with the opportunity for a College and Career Readiness Diploma Designation.
Math Course Descriptions

Transcript Course Name: Intensified Algebra 1
Course Number: 3203
Credits: 2 Math credits
Prerequisites: N/A
Description: Algebra I Intensified is a one year course designed to provide intensified focus on Algebra for students that have unfinished learning from their middle school coursework. This course allows students to spend additional instructional time on the necessary prerequisite skills for the Algebra I Regents while maintaining that students can still graduate with the three necessary math classes proficiently and earn an Advanced Regents Diploma.

Topics include; operations of rational and real numbers, interpreting situations and creating equations, simplifying and evaluating algebraic expressions, solving linear equations, simplifying and evaluating algebraic expressions, solving linear equations and inequalities, solving literal equations, verbal problems and polynomials.

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Transcript Course Name: **Algebra 1**  
*Course Number: 3201*  
*Credits: 2 Math credits*  
*Prerequisites: None*  
*Description:* As stated in the New York State Mathematics Common Core Curriculum, “The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra 1 than has generally been offered. The units deepen and extend the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and through the course, and together with content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.” This course will culminate in the NYS Regents exam in Algebra.

Transcript Course Name: **Geometry**  
*Course Number: 3202*  
*Credits: 2 Math credits*  
*Prerequisites: Algebra 1 or Intensified Algebra 1A and Intensified Algebra 1B*  
*Description:* This course teaches the standards set out in the New York State Mathematics Common Core Curriculum. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Students will investigate geometric relationships and situations through logic, Euclidean, analytic, measurement, synthetic, and transformational, and coordinate approaches to geometry. This course culminates with successful completion of the Common Core Geometry Regents exam.

Transcript Course Name: **Algebra 2**  
*Course Number: 3205*  
*Credits: 2 Math credits*  
*Prerequisites: Intensified Algebra 1A and Intensified Algebra 1B or Algebra 1 and Geometry*  
*Description:* Algebra 2 provides a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. It is designed to advance the understanding of algebra by examining polynomial algebra, linear, quadratic, and cubic rational and irrational expressions, logarithms, exponential functions, and using technological tools to prepare for their advancement in a mathematical career. This course culminates with successful completion of the Algebra 2 Regents exam.

Transcript Course Name: **Advanced Mathematics**  
*Course Number: *  
*Credits: 2 Math credits*  
*Prerequisites: Algebra 1, Geometry, and Algebra 2*  
*Description:* Advanced Mathematics (AM) is designed as a course in preparation for a college-level math course. This course requires the prior completion of Algebra 1, Geometry, and Algebra II. Advance Mathematics is a course designed to develop mathematical reasoning and communication skills, quantitative literacy, and algebraic understanding. AM will bridge the content previously studied in Algebra I, Geometry, and Algebra II with those of Pre-Calculus and Discrete mathematics in preparation for a college level math course. Students will study topics such as: functions, linear systems, rational expressions, probability and more in depth logarithmic and exponential functions and models. A graphing calculator such as, a TI-83, TI-83+, TI-84 or TI-84+ is required for this course.

Transcript Course Name: **Pre-Calculus**  
*Course Number: 3209*  
*Credits: 2 Math credits*  
*Prerequisites: Algebra 1, Geometry, and Algebra 2*  
*Description:* For those pursuing college level courses, this course provides a thorough preparation for Calculus. With a very “hands-on” approach to learning, students will be prepared for Calculus courses in high school and college.  

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college. The course content includes functions and graphs, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric functions, solving polynomial equations, optimization problem, arithmetic and geometric sequences and series. Successful completion of this course opens many options for students’ mathematical career.

Transcript Course Name: Advanced Quantitative Reasoning
Course Number: 3215
Credits: 2 Math credits
Prerequisites: Algebra 1, Geometry, and Algebra 2
Description: Advanced Quantitative Reasoning (AQR) follows Algebra II and emphasizes statistics and financial applications. It prepares students to use a variety of mathematical tools and approaches to model a range of situations and solve problems.

Transcript Course Name: AP Calculus AB
Course Number: 3213
Credits: 2 Math credits
Prerequisites: See AP Policy.
Description: AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

PHYSICAL EDUCATION AND HEALTH
The Physical Education Program at Coney Island Prep aims to improve the individual fitness level of each of our students. The program offers a variety of participation-based classes in which all students have the opportunity to excel. We believe that the mind and body are interdependent; the body must be fit if the mind is going to function at is maximum potential.

The Health Program at Coney Island Prep seeks to empower students to make informed decisions regarding their own personal health. The Health Program will promote social, emotional, physical, and mental wellness, health literacy, and positive health behaviors in our young adults.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health: 1 credit</td>
<td>Phys. Ed. 1 1 - 1 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. 2 1 - 1 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. 3 1 - 1 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. 4 1 - 1 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Education 1 - 1 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health 2* 0.25-.5 - 0.25-.5 -</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Adapted from AP®
Health Track starting 2016 – 2017 for the Class of 2024

Phys. Ed./Health Course Descriptions

Transcript Course Name: **Phys. Ed. 1 - 4**

*Course Numbers:* 3701, 3705, 3709, 3713  
*Credits:* 4 Phys. Ed. Credits, 1 credit per class  
*Prerequisites:* None  
*Description:* This course features a variety of units that build confidence, teamwork, character, and communication. Students will have the opportunity to get to know each other in cooperative games and will learn the fundamentals of specific sports such as volleyball, basketball, soccer, team handball, and more. This course involves fitness. Students will have fitness stations that must be completed before moving onto their main activity that align with the Presidential Fitness Awards.

Transcript Course Name: **Health 1 - 4**

*Course Number:* 3702, 3706, 3708, 3714  
*Credits:* 1 Health credit, .25 per class (2016-2017 Health 1 students receive 1 credit)  
*Prerequisites:* None  
*Description:* This course will provide scholars with accurate information from which they can make empowered decisions and develop health attitudes and behavior patterns. During this course, a variety of health topics will be covered. These will include social health, substance abuse, sex education, and nutrition. The tools and skills learned during this course will give students the confidence to make educated choices that will lead to long and healthy lifestyles.

Transcript Course Name: **Health Education (starting in 2016 with the class of 2024)**

*Course Number:* 3700  
*Credits:* 1 Health credit  
*Prerequisites:* None  
*Description:* This course will provide scholars with accurate information from which they can make empowered decisions and develop health attitudes and behavior patterns. During this course, a variety of health topics will be covered. These will include social health, substance abuse, sex education, and nutrition. The tools and skills learned during this course will give students the confidence to make educated choices that will lead to long and healthy lifestyles.

**SCIENCE**

The Science Department at Coney Island Prep High School provides a challenging and supportive environment in which students develop the skills and knowledge pertaining to the scientific method, the fundamental principles of life and physical science and scientific communication.

**Science Requirements**

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Potential Science Tracks
Scholars who take Living Environment in 8th grade and pass the class and the Regents exam will start in Earth Science in 9th grade. Both tracks allow scholars to earn the College and Career Readiness Diploma Designation.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Credits</td>
<td>Regents Score</td>
</tr>
<tr>
<td>Science</td>
<td>Living Environment</td>
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<td>-</td>
</tr>
<tr>
<td></td>
<td>Earth Science (Honors)</td>
<td>2</td>
<td>65+</td>
</tr>
<tr>
<td></td>
<td>Chemistry (Honors)</td>
<td>2</td>
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<tr>
<td></td>
<td>Physics (Honors)</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Bioethics</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>AP Biology</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

*See page 2 for more information regarding College and Career Readiness Diploma Designation.
*All CIPHS students are required to take a Math course each year they are here.

Science Course Descriptions
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Transcript Course Name: **Living Environment**  
*Course Number: 3401*  
*Credits: 2 Science credits*  
*Prerequisites: N/A*  
*Description:* Living Environment is a yearlong freshman-level science course aligned to the Regents Living Environment Standards in the NYS core curriculum. Students will learn about basic biological functions and ecological relationships that maintain and disrupt homeostasis in our natural world. The course also focuses on fundamental analytical, quantitative, and critical reasoning skills necessary to effectively communicate scientific thought. The units of study include: Organization of Life, Hereditary and Genetics, Evolution, Reproduction and Development, Homeostasis, Ecology, and Human Impact on the Environment. This course requires successful completion of 1200 minutes of hands-on laboratory experience and culminates with a Regents exam in June.

Transcript Course Name: **Earth Science**  
*Course Number: 3402*  
*Credits: 2 Science credits*  
*Prerequisites: Living Environment*  
*Description:* Earth Science course of study is designed to encourage students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology, and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYS Learning Standards. Students will be taught to formulate questions that relate to their experiences, and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment.

Transcript Course Name: **Chemistry**  
*Course Number: 3405*  
*Credits: 2 Science credits*  
*Prerequisites: Living Environment and Earth Science*  
*Description:* Chemistry is a yearlong course aligned to the Regents Chemistry Standards in the NYS core curriculum. Students will explore the fundamental building blocks of matter, changes in matter, and the effects of these changes on the physical and biological world. The course focuses greatly on critical and abstract thinking, as well as quantitative and deductive reasoning. The course requires successful completion of 1200 minutes of hands-on laboratory experience and culminates with a Regents exam in June.

Transcript Course Name: **Physics**  
*Course Number: 3409*  
*Credits: 2 Science credits*  
*Prerequisites: Living Environment, Earth Science, and Chemistry*  
*Description:* Physics is a yearlong course aligned to the Regents Physics Standards in the NYS core curriculum. Students will learn the fundamental scientific laws that govern the physical world. The course places heavy emphasis on abstract and critical thinking, as well as understanding quantitative relationships and translating scientific concepts mathematically. This course requires successful completion of 1200 minutes of hands-on laboratory experience and culminates with a Regents exam in June.

Transcript Course Name: **Honors Physics**  
*Course Number: 3410*  
*Credits: 2 Science credits*  
*Prerequisites: Living Environment, Earth Science, and Chemistry and commended score on previous Science Regents.*  
*Description:* The Honors Physics class covers additional content and includes more rigorous course materials than 3409.

Transcript Course Name: **AP Biology**  
*Course Number: 3413*  
*Credits: 2 Science credits*  
*Prerequisites: See AP Policy.*

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Description: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Transcript Course Name: Honors Earth Science  
Course Number: 3403  
Credits: 2 Science credits  
Prerequisites: Living Environment and commended score on previous Science Regents.  
Description: Description: The Honors Earth Science class covers additional content and includes more rigorous course materials than 3402.

Transcript Course Name: Honors Chemistry  
Course Number: 3406  
Credits: 2 Science credits  
Prerequisites: Living Environment, Earth Science, and commended score on previous Science Regents.  
Description: The Honors Chemistry class covers additional content and includes more rigorous course materials than 3405.

Transcript Course Name: Bioethics  
Course Number: 3462  
Credits: 2 Science or Elective credits  
Prerequisites: N/A  
Description: We will explore ethical questions that arise in health care and the biological sciences. We will consider the following issues: allocation of health-care resources, the responsibilities of doctors to patients, the distinction between killing and letting die, medically-assisted suicide, abortion, and the use of technologies for genetic screening and manipulation. Throughout, our focus will be on moral questions about how decisions in these domains should be made.

SOCIAL STUDIES

The Social Studies Department at Coney Island Prep High school is committed to developing thoughtful, analytical learners of history and social sciences. The department strives to help students become independent thinkers who examine history from multiple perspectives in order to appreciate the geographical, historical, social and economic factors that have shaped our world. Through our teaching, we hope that our students learn to look beyond themselves and engage more thoughtfully and emphatically with their world.

Social Studies Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Credits</td>
<td>Regents Score</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need 8 credits total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>65**</td>
</tr>
<tr>
<td>Global History 1 (Honors)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global History 2 (Honors)</td>
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<td></td>
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<tr>
<td>US History 1</td>
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</tr>
<tr>
<td>AP US History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government and Economics</td>
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<td></td>
<td></td>
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<tr>
<td>AP US Government and Politics</td>
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</tr>
<tr>
<td>Total Credits</td>
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<td>8</td>
<td></td>
</tr>
</tbody>
</table>

*Scholars need to pass either the Global History OR the US History

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Regents

**Potential Social Studies Tracks**

<table>
<thead>
<tr>
<th>9th:</th>
<th>10th:</th>
<th>11th:</th>
<th>12th:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History 1 or Honors</td>
<td>Global History 2 or Honors</td>
<td>AP US History or US History</td>
<td>Government or AP US Government and Economics</td>
</tr>
</tbody>
</table>

**Social Studies Course Descriptions**

Transcript Course Name: **Global History 1 Honors**
*Course Number:* 3301
*Credits:* 2 History credits
*Prerequisites:* N/A
*Description:* This required course for all scholars introduces students to a global approach to understanding the past. The common threads and points of interaction which bind and reflect civilizations will be emphasized. In this first year of a two-year course sequence, students will learn about history as a craft as well as a discipline. They will apply the historian’s skills to gain a deeper understanding of a number of content areas, including” The Cradles of Civilization, the Classical World, Eastern Thought & Religion and Islam, Medieval Society, sub—Saharan African Civilization, East Asian Civilizations and the trans-Indian Ocean and nomadic Central Asian exchange and collision of goods, peoples, and ideas. This course culminates in the Global History and Geography Regents exam and the AP World History exam at the end of 10th grade year.

Transcript Course Name: **Global History 1**
*Course Number:* 3302
*Credits:* 2 History credits
*Prerequisites:* N/A
*Description:* This required course for all scholars introduces students to a global approach to understanding the past. The common threads and points of interaction which bind and reflect civilizations will be emphasized. In this first year of a two-year course sequence, students will learn about history as a craft as well as a discipline. They will apply the historian’s skills to gain a deeper understanding of a number of content areas, including” The Cradles of Civilization, the Classical World, Eastern Thought & Religion and Islam, Medieval Society, sub—Saharan African Civilization, East Asian Civilizations and the trans-Indian Ocean and nomadic Central Asian exchange and collision of goods, peoples, and ideas. This course culminates in the Global History and Geography Regents exam at the end of 10th grade year.

Transcript Course Name: **Global History 2**
*Course Number:* 3306
*Credits:* 2 History credits
*Prerequisites:* Global History 1
*Description:* This is the second part of a two part course series. The second year of this course picks up at the turn of the modern era and looks to build a storyline for understanding how today’s globalized world came to be. While focusing attention on history across varying culture and geographies, this course culminates in the Global History and Geography Regents exam at the end of the tenth grade year.

Transcript Course Name: **Global 2 History Honors**
*Course Number:* 3308
*Credits:* 2 History credits
*Prerequisites:* N/A
*Description:* 

Transcript Course Name: **US History**
*Course Number:* 3309
*Credits:* 2 History credits
*Prerequisites:* Global History 1, and Global History 2 or AP World History

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Description: This course describes the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, U.S. constitution, Bill of Rights, and other essential historical documents. The students analyze key events, figures, and themes in American history and their significance. This course culminates in the U.S. History and Government Regents exam in June.

Transcript Course Name: AP US History
Course Number: 3310
Credits: 2 History credits
Prerequisites: See AP Policy
Description: AP United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among

Transcript Course Name: Government and Economics
Course Number: 3313
Credits: 2 History credits
Prerequisites: Global History 1, Global History 2 or AP World History, and AP US History or US History
Description: This course will focus on the various institutions, groups, beliefs, and ideas that constitute United States politics. Students will gain an analytical perspective on government and politics in the United States both by studying the general concepts used to interpret U. S. politics and by analyzing specific examples. Students will learn how to analyze and interpret basic data relevant to U. S. government and politics and will write extensively to improve their essay writing and critical thinking skills. This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics.

Transcript Course Name: AP Government and Politics
Course Number: 3314
Credits: 2 History credits
Prerequisites: See AP Policy
Description: AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

VISUAL ARTS
The Arts Department at Coney Island Prep will allow students to develop as individuals through creative expression. Our student-centered programs are designed to foster independence, self-expression, and self-control. Students of all experience levels will work individually, in pairs, and in larger groups, and will learn from each other as well as from their teachers.

Visual Arts Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td></td>
<td>Credits</td>
<td>Regents Score</td>
</tr>
<tr>
<td>Need 2 Visual Arts Credits</td>
<td>Intro to Art-Making</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Foundations of Studio Practices</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Advanced Art</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

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Visual Arts Track

9th: Intro to Art-Making
10th: Foundations of Studio Practices
11th/12th: Advanced Art

Visual Arts Course Descriptions

Transcript Course Name: **Intro to Art-Making**
*Course Number: 3812*
*Credits: 2 Visual Art credits*
*Prerequisites: None*
*Description:* This course focuses on developing basic skills while encouraging the capacity for self-expression. Students will explore a variety of media and will be exposed to a wide range of tools. Using both traditional and unconventional materials, students will learn how to explore ideas from their personal artistic vision and bring them to life through the language of art.

Transcript Course Name: **Foundations of Studio Practices**
*Course Number: 3813*
*Credits: 2 Visual Art credits*
*Prerequisites: None*
*Description:* The Art Foundations program seeks to educate students in the fundamentals of studio practice and art historical scholarship. Progressing through a broad and rigorous curriculum that encompasses the basics of fine and applied arts and art history, students will be better prepared to enter a variety of majors in a four-year college and pursue occupations in the arts.

Transcript Course Name: **Advanced Art**
*Course Number: 3866*
*Credits: 2 Visual Art credits*
*Prerequisites: None*
*Description:* Advanced art is a course in which students will increase technical skills, develop a more sophisticated approach to process and subject matter, and create a portfolio of individual work. In this class students will keep an artist journal to explore artistic process, experiment with materials and analyze work. Through experimentation and refinement, each person will create a body of work that includes observational drawing, mixed media and a variety of self-chosen media.

**ELECTIVES**
PROMOTION POLICY

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Only students who have demonstrated mastery of essential knowledge and skills for a given grade will be promoted.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Coursework/Exams</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Successful completion of standards in academic subject areas</td>
<td>8 credits</td>
</tr>
<tr>
<td>10</td>
<td>Successful completion of standards in academic subject areas</td>
<td>20 credits (Including 4 in English and/or ESL and 4 in social studies)</td>
</tr>
<tr>
<td>11</td>
<td>Successful completion of standards in academic subject areas</td>
<td>30 credits</td>
</tr>
<tr>
<td>12</td>
<td>Successful completion of standards in academic subject areas</td>
<td>44 credits in required subject areas</td>
</tr>
</tbody>
</table>

Coney Island Prep High School defines scholars who are at risk for not graduating high school in four years as scholars who enter their 10th grade year with a 4 or more credit deficit, scholars who enter their 11th and 12th grade years with a 2 or more credit deficit, and scholars who have been previously retained at CIPHS or at another school. If a scholar is identified as a “high risk” student, the school’s administration will employ any methods possible to ensure a 4-year graduation rate. These possibilities include, but are not limited to:

1. Scholar enrollment in extra core classes in lieu of elective classes.
2. Scholar enrollment in after school classes from 4:00 – 5:00pm to earn credits.
3. Scholar enrollment in courses that will yield the best opportunity for credit recovery or passed Regents exams.

Scholars will be closely monitored throughout the academic year. If a scholar fails to fulfill the requirements to get back on the four-year graduation track and is no longer qualified for a College and Career Readiness Diploma Designation, or she will be jeopardy of retention or a change in diploma track. Counselors and school administrators will create the best path forward that could include pursuing another diploma option and/or repeating a full grade. Scholars who are retained at a grade level will still keep the credits they have accumulated. At Coney Island Prep High School, the close of the 4th quarter marks the official end of the school year and Regents examination re-take opportunities are in mid-August. As such, the school makes final promotion decisions each year by August 20th.

ADVANCED PLACEMENT (AP) POLICY

AP Course Selection

**Purpose:** There are two main purposes to offering Advanced Placement courses:

1. To provide scholars an opportunity to experience the rigor of a college level course.
2. To provide scholars the opportunity to obtain college credit as a high school student.

**Philosophy:** We want to encourage our scholars to pursue Advanced Placement coursework while also ensuring that we are setting all of our scholars up for success in the courses that they take.

I. **AP COURSE SELECTION CRITERIA AND PROCESS**

A. Three criteria for APs:

1. 85% or higher for the content class (average for Q1 - Q3)
   1. English and Composition count as content classes
2. 3.0 cumulative GPA or higher (after Q3)
3. Teacher/Dean Recommendation

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1. The Operations Team generates a list of students who meet the 2 criteria above. Then, teachers/deans of content areas go through and say “yes” or “no” for a recommendation and give rationale as to why.
2. This will give teachers/deans the opportunity to express if they have any reservations about the student enrolling in a specific AP course.
3. Scholars follow the course sequence/chart (i.e. they cannot skip a course like Algebra 2 and go on to Pre-Calc).

**B. Selection Process for AP Coursework:**
1. **3/3 Criteria:** If scholars meet all 3 criteria, scholars have the option of enrolling into the course through Illuminate.
2. **1/3 or 2/3 Criteria:** If scholars do not meet all 3 criteria, they will have to self-advocate for the course.

**C. Process for AP Course Self-Advocacy:**
1. They complete a self-advocate form and attend a one on one meeting with the current teacher/Dean and future teacher (if available) during set times after school.
2. This will provide the current teacher to share why they did not recommend them for the course and will provide scholars with the opportunity to explain why they feel that they are ready.
3. Ultimately, the teachers/deans will determine if this scholar will take the course.

**II. SUMMER ASSIGNMENTS**
A. Summer assignments are at the discretion of the dean/teacher, but not required for AP classes.
B. These summer assignments will be grades for courses, but scholars will not change their course based on completion.
C. Teachers will determine how to best follow up with kids in their class if the assignment is not complete.
D. Teachers are more than welcome to handle introducing the summer assignment and meeting with kids, but they must give CIPHS (Anne and Matt) soft copies of the summer work and instructions so they can answer questions over the summer.

**II. PROCEDURE FOR SELECTING COURSES**
A. All course selections made by scholars will be via Illuminate.
B. School Counselor will check to ensure that scholars meet the criteria or they will not be enrolled in the class.
C. If there are any conflicts with their course requests, the School Counselor will make the final call, but will consult teachers/deans when he/she can.

**GRADUATION REQUIREMENTS**
Coney Island Prep’s mission is to prepare all scholars for the college and career of their choice. The New York City Department of Education sites that specific achievements above the requirements of the Advanced Regents Diploma indicate whether a scholar is college and career ready. At Coney Island Prep, these achievements are not optional, but essential.
Coney Island Prep scholars must meet these criteria in order to earn the College and Career Readiness Diploma Designation, as our goal is to prepare scholars not only for graduation from high school, but for college and life afterwards. By graduating with the highest degree offered, all scholars from Coney Island Prep will exceed the graduation requirements of New York City and ultimately, be prepared for college. In the event that any scholar is not able to meet the expectations of the College and Career Readiness Diploma Designation, there are two other diploma options available, as outlined below.

The Coney Island Prep High School Course Manual below explains specific course offerings and suggested course tracks for the College and Career Readiness Diploma.
Designation. While the majority scholars will follow course tracks listed, there will be instances where coursework is tailored to individual students based on academic progress and counselor or school administration recommendations. See following page for the diploma track and requirements.

<table>
<thead>
<tr>
<th>New York State Diploma Requirements</th>
<th>Endorsement Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Diploma:</strong> 44 credits, 55 or higher on 5 NY state Regents Exams</td>
<td><strong>Math (for Advanced Regents Diploma only):</strong> Achieve a score of 85+ on all three required math Regents exams (Algebra 1, Geometry, and Algebra 2)</td>
</tr>
<tr>
<td><strong>Regents Diploma:</strong> 44 credits, 65 or higher on 5 NY state regents exams</td>
<td><strong>Science (for Advanced Regents Diploma only):</strong> Achieve a score of 85+ on any three science Regents exams. While two science Regents exams are required for the Advanced Regents diploma, three are required for the Mastery in Science endorsement</td>
</tr>
<tr>
<td><strong>Regents Diploma with Honors Designation:</strong> 44 credits, pass required Regents exams with 90+ average for all required Regents exams for the diploma the student is earning</td>
<td><strong>Seal of Biliteracy:</strong> Earn three points in the criteria for demonstrating proficiency in English and earn three points in the criteria for demonstrating proficiency in a world language. See the NYSED Seal of Biliteracy Handbook for details.</td>
</tr>
<tr>
<td><strong>Advanced Regents Diploma:</strong> 44 credits including 6 credits in languages other than English, 65 or higher on 9 NY state Regents Exams</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Regents Diploma with Honors Designation:</strong> 44 credits, pass required Regents exams with 90+ average for all required Regents exams for the diploma the student is earning</td>
<td></td>
</tr>
</tbody>
</table>

### Minimum Credit Requirements

<table>
<thead>
<tr>
<th></th>
<th>Regents and Local Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core English</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies: Global History (4), U.S. History (2), Participation in Government (1), Economics (1)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics: Including at least two credits of advanced math (e.g., Geometry or Algebra II)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Science: Life Science (2), Physical Science (2), Life Science (2) and Physical Science (2)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Languages Other than English (LOTE)</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Subject</td>
<td>Credits</td>
<td>Credits Total</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>Physical Education (every year)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Visual, Music, Dance, Theater Arts</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS:</strong></td>
<td><strong>44</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>
GENERAL SCHOOL INFORMATION

TO CONTACT US
Phone Number: (718) 676-1063
Mailing Address: 294 Avenue T, Brooklyn, NY 11223
Email Address: hsinfo@coneyislandprep.org

We are committed to establishing and maintaining an open and respectful line of communication between families and Coney Island Prep staff, each of whom has a school e-mail address and means of phone contact. Families should contact staff by telephone or e-mail and understand that we will try and return calls within 24 hours in the event that a message is left. Families will also have an opportunity to meet with staff during the three scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person more immediately, the parent should report directly to the appropriate Main Office, which will facilitate the soonest possible contact.

While we certainly welcome, encourage, and appreciate contact between families and teachers, we also ask that families be respectful of the enormous and constant demands made on all of our staff. For example, consistently contacting a faculty member several times per week can impact his or her ability to provide the best learning experience for all students. We encourage families to use the school’s advisory system by treating a student’s Advisor as the point person in order to coherently address or answer any questions.

SCHOOL DAY
The time of dismissal changes throughout the week, and depends upon whether a scholar is participating in after-school sports or clubs, or has earned detention. The table below details the different times of dismissal depending upon the day.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Dismissal 1</th>
<th>Dismissal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>3:54 p.m.</td>
<td>5:30 p.m.  for after-school sports, clubs</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3:54 p.m.</td>
<td>5:30 p.m.  for after-school sports, clubs</td>
</tr>
<tr>
<td>Wednesday</td>
<td>3:54 p.m.</td>
<td>5:30 p.m.  for after-school sports, clubs or 5:50 p.m. for detention</td>
</tr>
<tr>
<td>Thursday</td>
<td>3:54 p.m.</td>
<td>5:30 p.m.  for after-school sports, clubs</td>
</tr>
<tr>
<td>Friday</td>
<td>2:02 p.m.</td>
<td>3:05 p.m.  or 4:05 p.m. for after-school sports, clubs or detention</td>
</tr>
</tbody>
</table>
**STUDENT PHONE USE**

Scholars may only use the Main Office phone during the school day for emergencies after being given permission by a staff member. The phones may not be used by scholars to arrange for delivery of any items, including missing homework assignments or signed permission slips. In addition, scholars may not use the phone in the Main Office to make arrangements regarding pick-up, dismissal from school, extracurriculars, or detention. Such arrangements need to be made prior to the school-day. Any phone other than the Main Offices’ phone is prohibited for scholar use.

If a scholar states that they are ill and feels they need to be sent home, they can request a pass from their teacher to the Main Office. There, a staff member will assess the student and determine if the student is to be sent home.

**SCHOOL WEB SITE**

Families should regularly check the school’s Web site at www.coneyislandprep.org for recent news, updates, and upcoming events. Coney Island Prep also has a Facebook, which can be accessed at http://www.facebook.com/coneyislandprep. We encourage you to become a “Fan” of Coney Island Prep on Facebook, and follow our feed for exciting pictures and updates. If you have any suggestions for the Web site, please contact the school. In addition, we also urge families to regularly check with their children (and their book bags) to see if any notices have recently been distributed to bring home. Please note that we will give every student a navy blue folder, which will be the designated folder for all family communication. Any information that we need to send home with scholars will be placed in this folder. Such information may include family newsletters, important announcements, field trip permission slips, or notices regarding upcoming meetings. We ask that you check your scholar’s navy blue folder daily to see if any important information is being sent home to you.

**HANDBOOK DISSEMENATION**

The School will disseminate and publicize this Handbook by:

- Copies will be shared with parents before the first day of school via email.
- Providing copies for distribution at the check-in table of Quarter 1 Family Conferences.
- Making the Handbook available at other times in the Main Office upon request.
- Providing all current teachers and other staff members with a copy of the Handbook and a copy of any amendments to the Handbook as soon as practicable after adoption.
- Providing all new employees with a copy of the current Handbook when they are first hired.
- Making copies of the Handbook available in the School for review by student, parents and other community members. Individuals who wish to be provided with a copy of the Handbook shall file a request with the Principal.
**STUDENT FEE**
While we are not asking families to contribute any scholar fee at this time, there may be a time in the future when we need to ask families to help pay for scholar trips, school-wide events and other related school expenses. Should we ever need to impose a scholar fee, any families have any concerns about the fee, please call the school to make alternative arrangements.

**SCHOOL BREAKFAST AND LUNCH**
Coney Island Prep participates in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We make available to students breakfast, and lunch, and adhere to all applicable requirements, including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. We contract with Red Rabbit for breakfast and lunch. Currently, we participate in the Community Eligibility program, which means that every student at Coney Island Prep will receive free breakfast and free lunch. Please note that if we are unable to participate in the Community Eligibility program at any time in the future, we reserve the right to charge families who do not qualify for free- or reduced-price lunch program for lunch.

Breakfast, and lunch are offered every day. Scholars are free to bring breakfast or lunch with them. Please note, however, that no outside drinks except for water may be consumed during schools hours. This includes Vitamin Water, chocolate milk, apple juice, and everything else that is not 100% water. In addition, we cannot provide refrigeration, so scholars must keep such food in their backpacks or lunchbox.

**MEDICAL RECORDS AND HEALTH SERVICES**
Coney Island Prep adheres to New York state law requiring all students enrolling in a new school have a physical examination before entering school. Before a student can enroll in Coney Island Prep, we require all families to submit the following forms:

- **New York School Health Record:** This form contains records showing that the student has:
  1) had a physical exam prior to the start of the school year;
  2) up-to-date immunizations; and
  3) had screening for vision, hearing, and scoliosis.

- **Medication Administration Form (MAF):** Students needing medication administered during the school day must submit a MAF, which the school will keep on file. The form contains instructions and signature of the physician ordering the medication and must be signed by a parent/guardian.

- **Physician Information Release Form:** This form must be filled out and signed by a parent or guardian, so that the school may contact a student’s physician in case of an emergency.

- **Office/Health Emergency Card:** This form provides important information about a student’s emergency contacts, health care providers, and insurance and gives the school
permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. New York State immunization requirements include:

- Diphtheria [Toxoid Containing Vaccine (DTP, DtaP) 3 doses];
- Polio [(IPV)(OPV3 OPV or 4 IPV];
- Measles/Mumps/Rubella [(MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)];
- Hepatitis B [Born on or after 1/1/93- 3 doses];
- Varicella - 1 dose.

Before a child can be permitted to enter and attend Coney Island Prep, parents or guardians are required to present documentation that their child has received all required doses of vaccines, or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student’s health, or if the student’s parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Health Services

If a student requires medication while in school, the school must have on file a Medication Administration Form, which must be filled out by the student’s physician. No student will be allowed to bring medication to school without the school’s full knowledge. Students who have provided the school with Medication Administration Forms will be required to bring the medication to school on the first day, or contact the school to make other arrangements. For children needing medication administration during the day (i.e., children with asthma), an MAF must be completed by the child’s physician detailing the required medications and any other necessary accommodations. The school nurse will review the form and implement the physician’s orders. Because we will be enrolling students after third grade, students will be evaluated for their ability to carry and self-administer medication. Coney Island Prep is a space designated for storage of student medication.

First Aid Provision/Medical Emergencies

Minor accidents, cuts, scrapes, and bruises are treated by the school nurse or by selected staff. The school is not be equipped to handle medical services beyond basic first aid. Injuries needing more extensive treatment will be addressed at the closest medical facility. If a child requires emergency medical care, a parent/guardian will be notified as soon as possible. If a parent/guardian or other emergency contact cannot be reached, the school may need to initiate medical treatment. It is essential that we have on file each student’s Office/Health Emergency Card, providing up-to-date contact information, and which gives Coney Island Preparatory Public Charter High School
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permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

Coney Island Prep has an Automated External Defibrillator (AEDs) at the school and several staff have been trained in the use of AEDs. Staff are also trained in reporting violent or disruptive incidents, reporting child abuse, and CPR techniques.

Health/Illness
Parents will be contacted if: a child has a moderate to high fever; is experiencing vomiting or diarrhea; shows signs of contagious diseases; and/or has illness that prevents from participation in activities.

STUDENT RECORDS

1) Standardized Testing

All students who are new to Coney Island Prep take the NWEA MAP assessment upon entrance into the school. All students in grades five through eight at Coney Island Prep take a different version of this exam either in May or June of each academic year, in order to measure their progress from the fall administration.

In addition, as is required by the state, all students participate in the New York State Standardized Assessments administered throughout the school-year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

VISITORS

All visitors should be authorized by the Executive Director or Principal and will be required to sign in to the main office. Visitors are required to abide by all School policies at all times.

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must sign-in at the security desk and report to CI Prep’s main office.
- All visitors should have a visitor’s pass at all times so staff members know that they have checked in at the front desk.
- Visitors are only permitted to visit a class with the permission of the Executive Director, Principal or their designee.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Visitors must avoid disruption of classes or the education environment. Visitors may be precluded from visiting a class at the discretion of the Executive Director, Principal or their designee.
- Any unauthorized person on school property will be reported to the Executive Director, or Principal. Unauthorized persons may be asked to leave. The police may be called if an individual does not comply with a request to leave.
• All visitors are expected to abide by the rules for public conduct on school property contained in this Handbook, including the requirement to comply with any reasonable orders of school officials.
• Visitors are only allowed to use the staff bathrooms, not the student bathrooms.
• Visitors who do not abide by School policies may be restricted from CI Prep and/or reported to law enforcement.

PUBLIC CONDUCT ON SCHOOL PROPERTY AND APPROPRIATE COMMUNICATION

CI Prep is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. It is also necessary to regulate what CI Prep considers to be appropriate communication between families or other members of the public and staff members. For the purposes of this policy, “public” shall mean all persons when on school property or attending a school function including students, staff, parents and other visitors. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, shall:

• Intentionally injure any person or threaten to do so.
• Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
• Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
• Disrupt classes, school programs or other school activities.
• Intimidate or harass any person, either in person or through electronic means.
• Communicate disrespectfully or engage in a harassing or intimidating manner towards CI Prep staff members in person, verbally or through electronic means.
• Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
• Obstruct free movement of any person on school property or at school functions.
• Violate the traffic laws, parking regulations or other restrictions on vehicles.
• Violate the prohibition on alcohol, drugs, and other illegal substances.
• Violate the prohibition on tobacco and smoking.
• Violate the prohibition on weapons, firearms and dangerous objects.
• Loiter on school property.
• Gamble on school property or at school functions.
• Refuse to comply with any reasonable order of school officials performing their duties.
• Willfully incite others to commit any of the acts prohibited by the Code.
• Violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.

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Students who violate this policy shall be subject to penalties contained in the School’s Code of Conduct. A visitor’s authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection. The Executive Director, Principal or his/her designee is responsible for enforcing the conduct required by this section of the Handbook. The School reserves the right to restrict visitor access to the School building for failure to comply with this Policy or School rules. In addition, visitor conduct may be reported to law enforcement at the discretion of School administration.

NONDISCRIMINATION

Coney Island Prep admits students of any race, age, color, gender, religion, disability and national and ethnic origin. Coney Island Prep does not discriminate based on a person's actual or perceived race, age, color, weight, age, national origin, ethnic group, religion, religious practice, mental or physical disability, sexual orientation, gender, gender identity, or sex by school employees or students on school property or at a school function. Pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnant, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX). The contact information for Coney Island Prep’s Title IX Coordinator whom complaints may be directed can be found in the Appendix of this document and on the School’s website.

HARASSMENT

Coney Island Prep Charter School is committed to maintaining a school environment free of harassment based on a person's actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, or sex. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Coney Island Prep Charter School requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition Of Harassment

Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person.

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Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

**Sexual Harassment**

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

**Harassment and Retaliation Prohibited**

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Coney Island Preparatory Public Charter School.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

**BULLYING**

Coney Island Prep prohibits all forms of bullying.

Coney Island Prep encourages students who have been bullied or who witness bullying to immediately report such incidents to a school administrator or other such school officials as designated in the Dignity for All Students Act Policy below.

Coney Island Prep intends that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated.

Bullying is defined as a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms:
1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings);
2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Cyber-bullying takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to “sexting”); pretending to be someone else in order to make that person look bad.

The Dignity for All Students Act Policy
Coney Island Prep and the Board of Trustees (“Board”) is committed to providing a safe and productive learning environment within the charter school. In accordance with New York State’s “Dignity for All Students Act” (“DASA”) the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students’ ability to learn. This includes taunting or intimidation in all their myriad forms.

Students’ Right
No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, Coney Island Prep reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of Charter School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of Charter School students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator
The Executive Director designates a staff member each school year the Dignity Act Coordinator (“DAC”). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual
orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice, and will be listed on Coney Island Prep’s website.

**Reporting and Investigating**

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Executive Director. A staff member who witnesses harassment or who receives a report of harassment shall inform the Executive Director. The Executive Director or their designee shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the School. Coney Island Prep prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and Charter School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

**COMPLAINT PROCESS**

Coney Island Prep distinguishes between formal and informal complaints, and the complaint process is guided by Education Law Section 2855(4)(2)(d). Except as described below, any individual or group may bring a formal complaint to the Board. A complaint should include a detailed written statement of the nature of the complaint including the names of the individuals involved and the time, date, and place the incidents and/or actions at issue occurred; an allegation referring to the specific term of the charter or provision of law that the school has violated, what response, if any, was received from the school thus far, what relief the complainant is seeking, and the name, address, and phone number of the complainant.

**Informal Complaint Procedures**

An informal complaint is a complaint that does not concern an alleged violation of law or the charter of Coney Island Prep (examples include, but are not limited to, concerns about an academic grade, Coney Island Prep’s dress code policy or the class schedule). If you have an informal complaint, you are encouraged to contact the appropriate staff member at Coney Island Prep by telephone or email or by scheduling a meeting to discuss the complaint in person. All staff members are committed to responding promptly to informal complaints, either in person, by telephone or in writing (electronic or otherwise).

If an informal complaint is not responded to and resolved promptly or satisfactorily, you may contact the Principal or Director of Operations to discuss the matter. The Principal or Director of Operations shall review the complaint and promptly respond to the complaint either in person, by telephone or in writing (electronic or otherwise). If you are not satisfied with the outcome or decision pertaining to the complaint and your complaint alleges a violation of Coney Island Prep’s charter or law, you may file a formal complaint in writing to Coney Island Prep’s Board of Trustees in accordance with the procedures set forth below.
Formal Complaint Procedures
If your complaint alleges a violation of Coney Island Prep’s charter or law, you must submit your complaint in writing to the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board of Trustees will act on the complaint and provide a final response to the complaint within forty-five (45) days of receiving the formal written complaint or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required.

Contact information for Coney Island Prep’s Board of Trustees can be obtained in person at Coney Island Prep’s main office (315 Avenue U, Brooklyn, NY 11223) or by emailing info@coneyislandprep.org. Please include with the complaint the nature of the violation, the facts on which the complaint is based and appropriate contact information so that the Board of Trustees may contact you regarding the complaint.

Upon receipt of a formal complaint, the Board of Trustees shall review the complaint or appoint either a committee comprised of Board members or another designee to review the complaint. The Board of Trustees will respond in writing to the complainant within a reasonable amount of time (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees).

If you are not satisfied with the response from Coney Island Prep’s Board of Trustees, you may submit a formal complaint to Coney Island Prep’s authorizer, the SUNY Charter Schools Institute. Instructions on how to submit a complaint to the SUNY Charter Schools Institute can be found in the Institute’s grievance guidelines available at www.newyorkcharters.org/contact/. The Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, will investigate and respond.

If, after presentation of the complaint to the Charter Schools Institute, you determine that the Charter Schools Institute has not adequately addressed the complaint, you may present the complaint to the State Education Department, acting on behalf of the Board of Regents, which shall investigate and respond. The contact information for the State Education Department is as follows:

    Charter Schools Office
    Room #5N EB
    Mezzanine
    89 Washington Avenue
    Albany, NY 12234

The complaint must be clearly marked as a charter school complaint.

The Charter Schools Institute and the State Education Department each has the power and the duty to take remedial action to resolve the complaint, as appropriate.
If you elect to follow the informal complaint procedures to resolve a formal complaint, you shall be permitted at any time to stop the informal complaint procedures and initiate formal complaint procedures.

If an individual or group voices a complaint at a public meeting of Coney Island Prep’s Board of Trustees or to individual trustees, the Board of Trustees shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to the relevant complaint procedures.

INTERNET ACCEPTABLE USE POLICY

Acceptable Use
The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Coney Island Prep Charter School offers Internet access to its students and staff. The primary purpose of providing access to the Internet is to support the educational mission of Coney Island Prep Charter School. Coney Island Prep Charter School expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. Coney Island Prep Charter School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of Coney Island Prep Charter School’s Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Coney Island Prep Charter School has installed special filtering software in an effort to block access to material that is not appropriate for children.

The Internet also allows for easy communication between individuals and groups, and therefore allows for quick and efficient communication between school and home. Families are encouraged to contact teachers via e-mail to set up appointments to discuss any student or school issues, or to ask brief questions, but should not use e-mail for extended conversations. Students should not contact teachers or other school staff directly through e-mail, but rather should speak to the teacher in school or, if necessary, ask for their parent’s assistance with e-mail if such contact is appropriate. All components of the Code of Conduct and any resulting disciplinary procedures are applicable to e-mail communication from a student to a teacher or any other school staff.

The school maintains a computer lab to which students have access under adult supervision during designated times after school. Students are not allowed to bring discs from home into school to print materials, and should not assume access to the computer lab outside of the lab’s supervised hours.

Unacceptable Use
The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of Coney Island Prep’s Internet Service:
• accessing personal e-mail correspondence;
• accessing websites during class other than those identified by the teacher as appropriate for class;
• disclosing, using or disseminating personal identification information about self or others;
• accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
• using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
• using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
• vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
• copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or Director of instructions;
• plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
• using the Internet service for commercial purposes;
• downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
• overriding the Internet filtering software.

Safety Issues
Use of the Internet has potential dangers. Users are encouraged to visit the New York State Office of the Attorney General’s website, which has a dedicated Internet Bureau. This website contains a lot of information regarding Internet Safety. The website can be accessed at http://www.oag.state.ny.us/bureaus/internet_bureau/internet_safety.html. In addition the Attorney General’s Office published a brochure entitled “Your Child’s D.I.G.I.T.A.L. Life: Safety Tips for Families.” We encourage all families to read this brochure, copies of which are available in the Main Office.

The following are basic safety rules pertaining to all types of Internet applications.

• Never reveal any identifying information such as last names, ages, addresses, phone numbers, families’ names, families’ employers or work addresses, or photographs.
• Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
• Immediately tell the Computer Teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
• Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify the Teacher.

Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. Coney Island Prep Charter School reserves the right to examine all data stored on diskettes involved in the user's use of Coney Island Prep Charter School’s Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to Coney Island Prep Charter School's Internet service is a privilege not a right. Coney Island Prep Charter School reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through Coney Island Prep Charter School’s Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

ANNUAL NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights & Privacy Act of 1974 and implementing regulations (“FERPA”) is a Federal law designed to protect the privacy of a student’s education records.

The School recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act (“IDEA”) in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency”, for purposes of this notice, means Coney Island Prep.
For all students, the educational agency maintains education records that include but are not limited to:

a) Personally identifiable information ("PII") is confidential information that includes, but is not limited to, the students’ name, name of parents and other family members, the address of the student or student’s family, and personal information or personal characteristics which would make the student’s identity easily traceable.

b) Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student’s education records. "Parent(s)" for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian. They are: Parents have the right to inspect and review a child’s education record. Coney Island Prep will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan “IEP” or any due process hearing, but in no case more than forty five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Executive Director. Parents have the right to a response from Coney Island Prep to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While Coney Island Prep cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child’s records. Coney Island Prep must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child’s records. Such release must be sent to the Executive Director or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Coney Island Prep will decide whether to amend the record and will notify the parents in writing of its decision.
If Coney Island Prep refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from student’s education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

“Consent” means: the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the Executive Director, by September 30th, or within two weeks after enrolling at Coney Island Prep if later than September 30th, if they do not want the school to release Directory information.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Coney Island Prep to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are also encouraged to contact the Executive Director to discuss any concerns regarding FERPA.