



**Coney Island Preparatory Public Charter
High School**

**Student and Family Handbook
2022 - 2023**

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DISCLAIMER

Please note that this 2022-2023 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

Welcome! Whether you are a family member or scholar who has been with us for years, or you are just beginning your first school year with us - welcome to our incredibly special community. As you know, the mission of Coney Island Prep is to prepare for every scholar for success in the college and career of their choice. As we celebrate our fourth graduating class from Coney Island Prep High School, with another stellar year of college acceptances. We know we are making good on this promise. Everything that we do at Coney Island Prep is truly to serve this one purpose: to ensure the long-term success of our scholars.

At the same time, we recognize that this upcoming school year will be unlike any we have ever encountered. Our community is reeling from a global pandemic that has caused far too much loss of life. Financial hardship has made life more difficult and more uncertain. And the racial inequalities of our city have made access to relief hard to find.

Now more than ever, Coney Island Prep's mission could not be more clear. We have a responsibility to deliver an exceptional education to our students, as a way of ensuring equity for our community. The change that's needed in our world and for our community means that our scholars must become successful leaders by the hundreds.

As we face what we anticipate will be a challenging school year ahead, our commitment to our families will not change, and our expectations for scholars will remain high.

Being a scholar at Coney Island Prep is extremely difficult. The school days and the school year are both longer than at a traditional public school; scholars have homework every night, and in addition to that homework, scholars are expected to read independently every night. That is not to say that school will not be fun—at Coney Island Prep students understand from the first day that learning is indeed great fun, and our hallways, classrooms and common spaces are filled with laughter and joy. But we also want to be upfront and honest about the hard work and dedication that it will take on the part of students to be successful.

But children cannot do it alone. They need all of our help and support. To that end, being a family-member of a Coney Island Prep scholar is also hard work. There are undoubtedly going to be times when your scholar experiences frustration or questions whether all the hard work is worth it. During these times, we need your support in working with us to help your scholar understand 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. We believe that a Coney Island Prep scholar can only truly achieve their fullest academic potential if family and school work together, surrounding that scholar with one consistent and coherent voice.

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. We also know you will be expecting a lot from us.

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 the outstanding education that they deserve.

Sincerely,

Leslie-Bernard Joseph
Chief Executive Officer

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. The high school’s values follow the PRIDE acronym from all our schools, but reflect the values most pressing as our young people approach adulthood. Those values are as follows:

- Professionalism
- Responsibility
- Integrity
- Drive
- Excellence

We are committed to embodying these values as a staff, and expect our scholars to do the same.

DIVERSITY, EQUITY, & INCLUSION VISION STATEMENT

Coney Island Prep strives to eradicate the effects of racism, poverty, and other forms of oppression in our school community by making resources, opportunities, support systems, and classrooms equitable and accessible for all our stakeholders. We are committed to creating equitable schools by embedding antiracist practices into the foundation of our organization, thereby eliminating racist outcomes from our student, family, and staff data.

By drawing on our differences and encouraging self-advocacy, choice, and agency, we forge strong relationships for the benefit of our schools and community. We acknowledge the complex ways that our intersecting identities impact our experiences, and we embrace the challenges associated with addressing these wrongs. We will hold ourselves accountable to constantly evaluating our progress toward our mission to meet our goals. We embrace the ever-changing and ever-evolving nature of our work. As Coney Island Prep develops, so too will our Vision and Action Plan for diversity, equity, and inclusion.

We will implement research-based instructional and socio-emotional best practices aligned to our classroom and school culture visions as vehicles for change and progress. We coach and develop our staff to partner with our

stakeholders so that we may live and thrive in Coney Island and communities throughout the world. By actively undoing policies and structures that uphold white supremacy and oppressive powers, we are committed to making sure our efforts eradicate historical and present injustices in our school community.

PRIDE Values Statements

Professionalism

Professionals hold themselves to the highest standards, inclusive of presentation, speech, and mannerisms, both individually and as part of a group of like-minded leaders committed to the same goals. We are scholars and members of the Coney Island Prep community. We are one team, valuing the diversity and individuality of others.

Responsibility

Our community is built on a foundation of respect - for ourselves and each other. We believe we actively create the community we share, taking responsibility for our own actions and recognize the power we all play in creating an equitable, inclusive, and just community.

Integrity

We know ourselves and value who we are, both as individuals and members of groups. We stay true to ourselves and our own values, even when it is challenging or we face opposition from others and when no one is looking.

Drive

Our futures are built by us. We use our strengths, passion, zest, and curiosity to push ourselves into the life we desire. Mistakes and setbacks are a part of our journey, opportunities for growth, and help us get stronger.

Excellence

We hold ourselves to an uncompromising individual standard, developing the habits and mindsets to succeed as scholars and leaders. Our choices and actions guide us toward executing excellence. We have the courage to dream of limitless possibilities for our future. We constantly push ourselves to make those dreams true.

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 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 staff members dedicated to the mission of preparing each Coney Island Prep scholar for success in the college and career of their choice.

What We Expect From Students

For students, it means that we are going to expect a lot from them. 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:

- Ensure that your student arrives daily, punctually, and in uniform, ready to actively participate in all classes.
- Act respectfully to all members of our school community.
- Oversee your student's completion of all homework assignments.
- Support additional after-school tutoring or homework help 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.

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 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.

HANDBOOK DISSEMINATION

The School will disseminate and publicize this Handbook by:

- Copies will be shared with parents before the first day of school via email.
- Posting our handbook on the website.
- 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

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 call the Main Office, which will facilitate the soonest possible contact.

We welcome, encourage, and appreciate contact between families and teachers. We commit to timely responses to you, and also ask that families be respectful of the enormous and constant demands made on all of our staff. 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 WEBSITE

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 to see if any notices have recently been distributed to bring home (including the weekly newsletters). Such information may include important paperwork that we need returned, family newsletters, progress reports, important announcements, field trip permission slips, or notices regarding upcoming meetings.

STUDENT FEE

While we are not asking all 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. We do ask senior scholars to pay senior dues to help support the cost of the variety of senior events (prom, etc.). Should families have any concerns about any fees, 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 provide 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 the School Food 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, but we cannot provide refrigeration or microwave services, so scholars must keep such food in their backpacks, lunchbox, or locker, and must be prepared to eat food cold or at room temperature.

COMMITMENTS TO COMMUNICATION WITH YOUR FAMILY

Because we know that your child's success relies on our communication with you and your family, we will keep you informed of your child's experiences in school and academic progress on a consistent basis. You will receive regular verbal and written communication, including progress reports every 2-3 weeks, and a report card at the end of every quarter.

- **ParentSquare:** ParentSquare is an application that we will use to communicate regularly with your family! It allows us to quickly send messages, complete forms and permission slips online, and easily translate information into your native language. It is also how we will communicate urgent messages regarding your scholar's safety at school. We urge your family members to sign up so that you are in the loop on daily happenings at school.
- **Robocalls:** In addition to sending urgent messages and reminders out via ParentSquare, we will use Robocalls to remind you of important updates.
- **Family Newsletter:** You will receive a weekly newsletter that will keep you aware of all happenings in our school community. It will be sent home with your scholar on paper when they are in-person, you will receive it via ParentSquare, and it will be posted on the CIP website. This is where you will receive the most up-to-date information about the school calendar, academic updates, and events. Please read this carefully.
- **Family Council:** Families are invited and encouraged to participate in Family Council meetings where they can provide input and get involved with school initiatives. Dates and times will be communicated via the Family Newsletter.
- **Family Conferences:** Family conferences will be held after the quarter ends. During conferences, Report Cards will be distributed and families will receive a quantitative and qualitative evaluation of the scholar's academic performance. We will schedule family conferences at the end of the year as needed. We ask all families to reserve the second Thursday evening after each quarter to attend family conferences.
- **Family Events and Meetings:** CIP commits to holding events that will provide you with opportunities to learn more about what your scholar is learning in the classroom and how you can support them. There may also be required meetings for families which will be called to address topics of major importance. We commit to holding opportunities for families to hear from school staff even in a virtual environment.
- **Workshops:** We offer a variety of workshops throughout the school-year that are geared towards families. In the past, these workshops have covered such topics as "Reading at Coney Island Prep", "Homework at Coney Island Prep", and "Helping Your Scholar Prepare for College." We hope that families find these workshops helpful and will attend these workshops throughout the year.
- **Family Surveys:** We will administer several family surveys throughout the year, during which time families will have the opportunity to rate the school on a variety of criteria.

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 only call staff during the following windows:

- **Monday-Friday:** 7:00a.m.-8:00p.m.
- **Saturday:** Please do not email or text staff.
- **Sunday:** Please limit communications and do so only between 3:00p.m.-7:00p.m.

Who to Call for What

Your child's teacher or advisor is a great point person for any questions you have regarding your student's success at school. For all general questions, or if you are unable to reach a teacher or advisor, please call the Main Office (718) 676-1063. If you have an emergency after 8 p.m. and/or before 7 a.m. or on Saturdays please contact your school Principal (347) 977 - 6518 or Director of Operations (718) 676-1063.

VISITORS

Coney Island Prep will follow federal, state, and local guidelines with regards to health and safety to minimize the transmission of COVID-19 in our school community. This means that in order to protect students' health and safety, we may choose to implement a no-visitor policy or to require proof of vaccination for visitors inside the school building. To the extent that CIP does allow visitors into our school buildings, they may be required to complete a health screening before entering.

If visitation is determined to be safe, all visitors will be authorized by the Principal or Director of Operations 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 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 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 Principal or their designee.
- Any unauthorized person on school property will be reported to the Principal or Director of Operations. 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.
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PUBLIC CONDUCT AND COMMUNICATION AT SCHOOL

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.

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 Principal and Director of Operations 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.

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. 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.

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 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 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.

IN THE CLASSROOM

STUDENT SCHOOL-DAYS

In-Person: The core academic school day begins at 8:30 a.m. every day, Monday through Friday. The core academic day ends at 3:50 p.m. Monday and Tuesday, 3:35 pm Wednesday and Thursday, and Fridays at 2:00 p.m. In addition, select students may be invited or required to stay for after school activities, tutoring, or detention for up to 60 minutes at the end of the school day.

Rewards & Trips

Throughout the school year, scholars who meet certain expectations (which may include academics, behavior, and attendance) may be invited to participate in special rewards, including field trips off campus with their peers. Reward trips and other off-site learning experiences are a privilege and outside of the traditional curriculum of the School. If a scholar is demonstrating unsafe behavior, or violating the Code of Conduct in a serious manner, they may not be eligible to participate in the rewards or attend the trips. In any circumstance, if the school has concerns about a scholar's ability to safely attend an off-campus trip, a parent/guardian may be required to attend the trip as a chaperone in order for the student to attend. Trips may be suspended temporarily due to Covid-19.

COVID-19 HEALTH AND SAFETY

Coney Island Prep will always prioritize keeping your scholar healthy and safe while at school. Coney Island Prep will follow federal, state, and local guidelines with regards to health and safety to minimize the transmission of COVID-19 in our school community. As the COVID-19 context is ever-shifting, so are our policies. Please review the [CIP Back to School Health and Safety Plan](#) on a regular basis for updates to our COVID-19 health and safety protocols, and please ensure your family and scholar(s) are prepared to adhere to the relevant policies at all times when on campus.

IN-PERSON ATTENDANCE POLICY

While we know that your scholar will be most successful if they are present and prepared for school every day - whether in-person or online - we also know that our biggest responsibility is maintaining the health and safety of our school community. With that in mind, CIP encourages students to attend school regularly when they are well, and discourages students from coming to school if they are not.

Students should stay home if they have tested positive for or are showing COVID-19 symptoms. If they have recently had close contact with a person with COVID-19, they should stay home and closely monitor their symptoms.

If a scholar will not be in attendance, we ask that you notify the school of the scholar's absence in the following ways:

- Families and guardians are expected to call the school as early as possible, but no later than twenty minutes after the doors open (7:55 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 voicemail if necessary;
- If a student is not in class 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. If the parent or guardian cannot be reached, in some instances, we may reach out to emergency contacts to ensure the safety of the child;

- 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 Coordinator.

LATENESS

On days when students are required to be in-person, they are required to be on time to school. Students late to school – excused or unexcused – who arrive after 8:29 a.m. must go to the Main Office to sign in, 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 to ensure consistency and fairness.

EARLY DISMISSAL POLICY

A parent or guardian must contact the school in advance and provide a written note (this may be via paper if in person, via email, or via text message) to the Operations Coordinator explaining the reason for dismissal in order for a student to be dismissed early from school. For a scholar to dismiss early, the parent or guardian must come to the Main Office and sign the student out before the student will be allowed to leave school grounds. When signing the scholar out, you may be asked to present a valid photo ID. For safety reasons, 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.

To ensure the safety of your scholar, 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 as either a Primary or Emergency contact. A person who is not listed will not be able to pick up the scholar without permission from the parent or guardian. Any adult who wishes to pick up the scholar must be prepared to present a valid photo I.D.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Additionally, families are strongly encouraged to make doctor and dentist appointments on Friday afternoon following early release. 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.

VIRTUAL ATTENDANCE POLICY

On days when your scholar is not required to be in attendance for in-person learning at their school campus, they are still required to participate in online learning. Students may not attend virtual classes without permission from the Principal/Director of Operations. Teachers will take attendance in every virtual classroom, and your scholar's

daily attendance for virtual learning days will be determined by their presence in every session they are scheduled to attend. We recognize that virtual learning may present challenges for your family and encourage you to be in frequent communication with your child's teachers and school leaders regarding how CIP can be supportive to your family in navigating this.

EXCUSED VS. UNEXCUSED ABSENCES

In both an in-person and virtual setting, a student is considered absent with excuse when the student's family has provided a written note (this may be via paper if in person, via email, or via text message) to the Operations Coordinator regarding student illness or exposure to COVID-19, family emergency, or religious observance. 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.

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 planned absences, please notify the school 72 hours in advance if you would like your scholar to have work available. For unplanned absences, teachers will work with students to set deadlines for completion of all work or exams. 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 may result in lower class grades. 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. Again, CIP urges you to be in close communication with the school regarding any barriers you may have for in-person or online learning.

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.

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 Dean of Students to set up a time for pick up. 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/her designee.

EXAMS, QUIZZES, AND MAKE-UP WORK

We embrace a belief in a growth mindset about our students and their academic performance. This means that some students may master academic content more slowly or quickly than their peers. We also believe that on specific assignments students should have multiple opportunities to demonstrate their growth in understanding over time. Given this, our teachers (with guidance from Vice Principals and the Principal) will identify specific assignments to be eligible for redos/reassessments to allow scholars to demonstrate mastery of the content or skills and improve their grades.

Scholars who choose not to complete assignments or homework on time will find that those choices will negatively impact their grades over time and could result in failing courses and possible retention. In some cases, scholars will

be required to meet with teachers (virtually or in person) to make up work and/or participate in tutoring at the discretion of CIP staff.

We are committed to keeping families informed of your scholar's work completion and utilization of our reassessment/redo policy. In severe cases, we will ask for you to meet with campus staff (virtually or in person) to address your scholars academic progress and choices.

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 should have on the first day of school:

- At least 1 sharpened pencil and 1 blue or black ink pen
- 1 highlighter pen
- Summer reading assignments
- Notebooks or binder with loose leaf paper
- CIP-issued Chromebook and charger
- TI-83 Plus Graphing Calculator (recommended)

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. If we feel that a particular book bag or backpack is inappropriate (example: in logo or language), we may ask the family to provide their scholar with a different one.

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.

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 TECHNOLOGY POLICY

Coney Island Prep will make available one piece of technology to every student in grades K-12 for use in the classroom and remote learning. When receiving this piece of technology, an adult will sign a contract which assigns primary responsibility for Coney Island Prep Charter School equipment to the borrowing scholar/family. The scholar/family will be responsible for taking the necessary precautions to protect the equipment and to store it in a manner that provides adequate protection when it is not in use, thus not subjecting the equipment to possible theft or damage.

If it is determined that loss or damage is a result of negligence, the scholar/family may be held financially responsible for the repair or replacement of the equipment (\$250 Chromebook and \$30 charger).

The scholar/family will be responsible for returning the Chromebook and charger in like conditions as received:

- Scholars are not permitted to place any ornamental stickers on the Chromebook.
- Scholars are not permitted to remove any identifying labels from the Chromebook.
- Screensavers and desktop images are expected to display appropriate content.
- Equipment cannot be loaned or transferred to a third party.
- The scholar cannot modify the equipment in any way.
- Only CIP scholars and family members are permitted to use this Chromebook to access online learning provided by CIP.
- Scholar/family will make equipment available upon CIP request that the equipment is returned. At the latest, scholar/family should bring equipment on the first day of return to school.
- Scholars are not to visit sites that are considered inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors. For more detail regarding use of the internet at school or on school-provided technology, please review the INTERNET ACCEPTABLE USE POLICY.

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. Please see the next page for information on school uniforms.

Coney Island Prep Uniform Guidelines

CIPHS Lands' End School Code – 900157249

Uniform Item	Description	Notes
Shirts	<p>Lands' End Shirt with CIPHS Logo REQUIRED. Scholars may wear the polo shirt in navy, light blue, or white, OR the Oxford button down shirt in white <i>only</i>.</p> <p>All shirts must have the CIPHS logo embroidered on the shirt, and all shirts must be tucked.</p>	See website for ordering.
Pants	<p>Coney Island Prep highly recommends Lands' End Khaki/Navy Blue pants but will allow similar pants that meet the following expectations:</p> <ul style="list-style-type: none"> - 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 elastic bottoms (jogger-style) - Regular fit - No rivets (metal on pockets) - No denim or jean-like material <p>Scholars may also wear knee-length shorts or skorts in khaki or navy blue on warm weather days. CIPHS does not allow skirts, except for religious exemptions.</p> <p>CIPHS reserves the right to ask a scholar's family to bring in different pants if the ones worn do not meet expectations.</p>	<p>Besides Lands' End, we recommend the following:</p> <p style="text-align: center;">Gap Classic Style Khakis</p> <p style="text-align: center;">Dockers Signature Straight Fit</p> <p style="text-align: center;">French Toast Plain Uniform Bottom</p>
Belt	<p>Scholars must have a belt in any color of their choice. Patterns are OK as long as they do not contain any inappropriate words or images.</p>	
Footwear	<p>Sneaker or other closed-toe shoe of your choice. No sandals or slides are allowed.</p>	
	<p>All outerwear must be purchased from Lands End and have the CIPHS logo embroidered on top. Scholars may wear the Lands End sweater in cardigan, v-neck, or crew neck style, or a Lands End blazer or vest.</p>	

Sweater/Vest/ Blazer/Tie (Optional)		No other logos or outerwear with hoods are allowed.
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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 consequences. Students who attend school events at night or on Saturdays – on school grounds or otherwise – are expected to be properly dressed, either in the school uniform or as directed by staff for the relevant event.

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 2021. 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.

Physical Education Attire

During physical education 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 PE class, they must be back in full uniform before the transition out of Physical Education class.

Hats and Jewelry

Once students enter the school building, the wearing of hats, sleepwear (du-rags or bonnets), and bandanas is not permitted, unless it is in accordance with religious or cultural observation. Scholars *may* wear headwraps or headbands, as long as they do not contain any patterns or logos deemed inappropriate for school. Jewelry should be appropriate for a professional, school setting and may not serve as a distraction to others. Students who do not adhere to these guidelines may not be permitted to attend class.

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 independent 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 water bottle. This ensures the classroom is clean and free of distractions.

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. **Active Participation During Academic Instruction.** We expect students to participate actively during class. Students should follow participation norms set by the teacher, which may include raising hands to ask questions, respond to teacher and peer questions, and to make comments to enhance their learning throughout the class. Scholars should participate in class with a learning posture that communicates that they are engaged and focused. For safety reasons and to maintain a focused learning environment, we ask that students do not lean back in chairs or put feet upon school furniture.
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. The School will handle bathroom issues fairly and in a way that is responsive to student circumstances and instructional priorities.

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.

Assessment Type	When it is given?	Content Areas	Rationale
Quizzes	Weekly	All	Teacher created quizzes allow teachers, administrators and students to know how each child is progressing towards the weekly objectives.
Regents Assessments	January and June (And August for make-up exams)	All subjects, depending on the school year	All students in New York State must take these assessments in order to meet graduation requirements set by the state.
Unit/Module Assessments	Ongoing	All	These will be given at the conclusion of each unit, and they may take the form of a traditional assessment, short answer, writing assignment, or lab report.
PSAT	One Time per Year for Sophomores	All	PSAT will be given one time per year at CIPHS. Additional administrations may be required for some students based on their scores or counselor recommendations.

SAT	One Time per Year for Juniors and Seniors	All	SAT will be given one time per year at CIPHS. Additional administrations may be required for some students based on their scores or counselor recommendations.
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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.

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, and assessments. Students will be given assignments and earn grades in the following categories. The category weights are calculated as follows.

- **Formative Practice: 20%**
- **The following are examples of assignments that may be considered Formative practice:**
 - Exit tickets - Exit tickets can be administered daily or as otherwise determined by the school's curriculum.
 - Discussion - Social academic interactions are a vital part of every classroom. We are also committed to creating the space for students to reflect on their own participation in those discussions.
 - Technology Practice - When applicable, students receive a weekly score based on their work completion. The score is based off of the number of lessons completed on the platform.
- **Work Portfolio: 25%**
 - Tasks (5 -8 per quarter) - Work Portfolios tasks are given throughout the year and are used to measure student progress toward mastery of a standard or part of a standard.
- **Summative Assessments: 55%**
 - Mid-Module Assessments (MMs)
 - End-of-Module Assessments (EOMs)

End-of-year grades are calculated by taking the student's quarter grades and averaging them together. Thus each quarter grade is worth 25% of a student's final grade.

End-of-Year Grade Calculation

First Quarter	25%
Second Quarter	25%

Third Quarter	25%
Fourth Quarter	25%
<i>Total</i>	<i>100%</i>

Grading Scale

Letter Grade	Percentage	Rubric Score	Meaning
A+	97 – 100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93 – 96%		
A-	90 – 92%		
B+	87 - 89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83 – 86%		
B-	80 – 82%		
C+	77 – 79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73 – 76%		
C-	70 – 72%		
NY ¹	Below 70%	0 or 1	A student earning less than 70% 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.

PROMOTION POLICY

To deliver on our mission, scholars must be fully prepared for the rigors of each following grade. Scholars will not automatically be passed from one grade to the next—we do not believe in social promotion. Scholars will be promoted to the next grade only if they have demonstrated satisfactory academic performance or their academic performance suggests that they can succeed in the following grade.

We consider student mastery of current grade level content and skills, student readiness for the next grade level’s content and skills, as well as student age and maturity in making promotion decisions. In addition, student completion of statement required course work and testing are also factors in making promotion decisions. The level of difficulty of a student’s schedule and their required coursework to meet graduation requirements.

We will communicate promotion-in-doubt status and student performance progress at least twice a quarter (beginning in the second quarter) to families in the hopes that we can, together, prevent those students from being retained. Final promotion and retention decisions will be communicated with families in June.

A student may be retained for meeting one or more of the criteria laid out below.

- Earning less than 70% in ELA **and** Math for 2 or more quarters. .
- Earning less than 70% in ELA and/or History for 2 or more quarters.
- Earning less than 70% in Math and/or Science for 2 or more quarters.
- Earning less than a 70% in 2 or more courses for the entire year

We will seek input from teachers, and other school staff before making decisions, but the Principal and Executive Director ultimately make all promotion and retention decisions.

¹ “NY” stands for Not Yet. The Not Yet grade is intended to require students to re-do substandard work and demonstrate mastery before being assigned a grade.

We aim to have a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere and do the hard work necessary to be a leader who truly exhibits Coney Island Prep's values.

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.

AP COURSE ENROLLMENT CRITERIA AND PROCESS

1. 85% or higher from Q1 - Q3 from the earlier content courses.
1. Unit Assessment/Regents Exam Performance -- 80% or higher on relevant exams
1. Teacher/Vice Principal recommendation
2. Student demonstrates interest via Course Request process

Note: Students who meet some, but not all, of the first three criteria may advocate for enrollment in an Advanced Placement course by attending the AP Fair (in May of each year) and completing an application.

Teachers and school administrators will meet to review applications for AP course enrollment, and confirm a student's enrollment in a course by the preceding spring so as to afford enough time for scholars to prepare for summer work. **CIPHS reserves the right to remove a scholar from an AP course if they do not complete their summer assignment and submit it on time the following fall.**

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 pathways for the College and Career Readiness Diploma Designation. While the majority

scholars will follow course paths 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 pathways and requirements.

<p>Local Diploma: 44 credits, 55 or higher on 5 NY state Regents Exams</p>	<p>Math (for Advanced Regents Diploma only): Achieve a score of 85+ on all three required math Regents exams (Algebra 1, Geometry, and Algebra 2)</p>	
<p>Regents Diploma: 44 credits, 65 or higher on 5 NY state regents exams</p>	<p>Science (for Advanced Regents Diploma only): 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</p>	
<p>Regents Diploma with Honors Designation: 44 credits, pass required Regents exams with 90+ average for all required Regents exams for the diploma the student is earning</p>	<p>Seal of Biliteracy: 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.</p>	
<p>Advanced Regents Diploma: 44 credits including 6 credits in languages other than English, 65 or higher on 9 NY state Regents Exams</p>		
<p>Advanced Regents Diploma with Honors Designation: 44 credits, pass required Regents exams with 90+ average for all required Regents exams for the diploma the student is earning</p>		
	Regents and Local Diploma	Advanced Regents Diploma
Core English	8	8
Social Studies: Global History (4), U.S. History (2), Participation in Government (1), Economics (1)	8	8

Mathematics: Including at least two credits of advanced math (e.g., Geometry or Algebra II)	6	6
Science: Life Science (2), Physical Science (2), Life Science (2) and Physical Science (2)	6	6
LOTE: Languages Other than English (French)	2	6
Physical Education (every year)	4	4
Health	1	1
Visual, Music, Dance, Theater Arts	2	2
Electives	7	3
TOTAL CREDITS:	44	44

SOCIAL-EMOTIONAL LEARNING

CIP Advisory Mission Statement:

All CIP scholars will have PRIDE in their identity, the diversity of their communities, and their own strength to take action in order to further justice. CIP scholars will develop the mindset, tools, and skills they need to grow into all of their potential; they will discover and understand their role in their own hero's journey.

FY21 Advisory Vision

In our advisory classrooms, students are grappling with issues of identity, diversity, justice and action, growth mindset, and hero's journey in lessons that center their voices and experiences. Throughout the year in advisory, all students will experience both mirrors into their identities and windows into other cultures, perspectives, experiences. We will work to ensure that our lessons echo the high quality instruction students receive in their content classrooms, using similar instructional routines and structures including gallery walks, jigsaws, frequent discussion circles, and videos, articles, and books featuring diverse characters and perspectives. Students will take on leadership roles by choosing resources, including videos and articles to share, writing thoughtful questions, and facilitating discussions. Student concerns, passions, and interests will drive any advisory-supported advocacy work.

Advisors start the year with multiple teambuilding and getting to know you activities, forming a solid foundation of trust and community. As advisors understand the specific strengths, needs, interests, and backgrounds of their advisees, they modify lesson plans to maximize students' voice, engagement, and to reflect the culture they've established.

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 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 if 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

If 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 or 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 concerning 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. If 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.

Term	Context
Disregard for Feedback (DFF)	A scholar has been given explicit verbal or non-verbal feedback to follow, and they do not do so.
School Conduct	Issued to scholars who are: <ul style="list-style-type: none"> ❖ Chewing gum ❖ Eating food outside of the cafeteria ❖ Engaging in horseplay/roughhousing ❖ Screaming in hallways, bathrooms, and/or cafeteria ❖ Using profanity ❖ Leaving a mess (i.e. leaving trash on their desk or cafeteria table when they leave)
Dress Code Minor	❖ Uniform shirt untucked (<u>Note:</u> Sweaters, blazers, and vests do not have to be tucked, only polos and oxford-style shirts.)
Unprepared	❖ Missing materials explicitly explained, named, normed, and provided as necessary for class.
Cell Phone (no numerical designation)	❖ Students who are using their phone in class, hallways, staircases, and cafeteria should have their phone turned in to the Dean in the Dean's Office.
Late to Class	❖ Students who enter class after the bell rings
Late to School (-3)	❖ Issued to students who arrive late to school after 8:30 am. T

Detention

Detention blocks will be held after school every Wednesday from 3:30-4:30 pm and Friday from 2:15-3:15 p.m., though some scholars may be dismissed early for completing their restorative tasks to a high degree of quality in a shorter span of time. During detention, students will reflect on the behaviors that earned them a dean referral and detention consequence. 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. This often includes engaging in a restorative conversation with a staff member or completing community service to right a wrong.

Students may complete their restorative tasks in detention in fewer than the sixty minutes of allotted time. The time served is less important than whether the relationship harm has been restored, and any harm to the community has been repaired.

Dean's Office Referral: Students who engage in egregious breaches 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' Office.

Students will remain in the Dean's Office until the referring teacher or dean is able to join them for a conference, or if the teacher is not immediately available, until the student is calm and collected enough to return to their next class. 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 to In-School or Out-of-School suspensions if the offending behavior falls within the categories listed on subsequent pages, or if misbehavior in the Dean's Office persists.

In-School and Out-of-School Suspension

Students will earn a 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 in- or out-of-school suspension or expulsion).

If serving an In-School Suspension, scholars must report to school on time and remain within the Dean's Office for the entirety of their day, with the exception of allotted bathroom breaks. Scholars in the Dean's Office are expected to comply with all adult directions, and to complete their independent academic and restorative work as directed by the staff.

If serving an Out-of-School Suspension, scholars may not attend school for a predetermined amount of time and may not return to school without a guardian present for a community re-entry meeting.

Out of school suspension means a student has temporarily been removed from the school community, or has been suspended from participation 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.

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 Dean of Students to set up a time for pick up. 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/her designee.

Re-Entry Meeting

A re-entry meeting is required after a suspension in order to return to classes. An administrator and the student meet to discuss the student's readiness to return to the school community. 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 may 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 Students' 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.

I. 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: Students must show up in proper dress. When they do not, families will be asked to bring the missing Dress Code items to the school or they will be given clothing items from the school to ensure they meet our uniform expectations. Repeated and intentional violations of the dress code may result in disciplinary consequences such as lunch detention, community service, or loss of access to extracurricular activities or other privileges on campus.
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.

II. 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.
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.

III. 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 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.

IV. 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.

V. HARASSMENT

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.

VI. 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.

VII. 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.

VIII. 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 Chief Executive Officer 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 Chief Executive Officer 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 Chief Executive Officer 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 Chief Executive Officer. Such notice and informal conference shall be in

the dominant language or mode of communication used by the parents or guardian. The Chief Executive Officer'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 Chief Executive Officer or Chief Schools Officer shall immediately notify a parent or guardian of the student, in person or on the phone.
- The Chief Executive Officer or Chief Schools Officer 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:
 - 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 Chief Executive Officer, or the designee of the Chief Executive Officer, 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 Chief Executive Officer 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.²

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.

² The school complies with all applicable federal and state rules regarding teacher credentialing.

- 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 (including public) 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.

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 pregnancy, 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 whose 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. 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 extracurricular 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’ Rights

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 High School's main office (294 Avenue T 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.

STUDENT INCENTIVES AND REWARDS

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 or Tidal status level. A scholar's Riptide Rewards score is made up of their merit/demerit balance which is the accumulation of the total amount of merits and demerits they have earned during a two-week period. Merits offset demerits which allow students the opportunity to supplement corrective behaviors with behaviors that model excellence in both their character and academic prowess.

Students earning the highest point totals will make Riptide Status which can range from a merit/demerit balance of +18 to +14 depending on the amount of school days within a two-week period. The second highest level is Tidal Status which can range from a merit/demerit balance of +1 to +17 depending on the amount of school days within a two-week period.

Status Level	Rewards and Privileges
RIPTIDE	<ul style="list-style-type: none"> · Access to the Student Commons during lunch · Off campus lunch privileges (10th– 12th graders only) · Dress down Friday privileges (College or CIP tops and neat jeans) · Participation in “Riptide Pride Day” (snacks/full dress down/prize giveaways) · Automatic access to the overnight college trips (if earned in trip period) · Dress down on your birthday (free dress!)
TIDAL	<ul style="list-style-type: none"> · Dress down Friday privileges (College or CIP tops and neat jeans) · Dress down on your birthday (free dress!) <p data-bbox="342 877 1170 909"><i>* Privileges may be added or removed throughout the school year at Dean’s discretion.*</i></p>

STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—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 7 days, the school will immediately work with the family and the CSE to perform a Functional Behavioral Analysis (FBA) and develop a Behavior Intervention Plan (BIP). The school team, family, or CSE may at any time decide that an FBA or BIP is necessary to support a student with a disability with or without multiple suspensions. 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. Related services missed because of suspension will be made up by service providers within the school year.

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.

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.