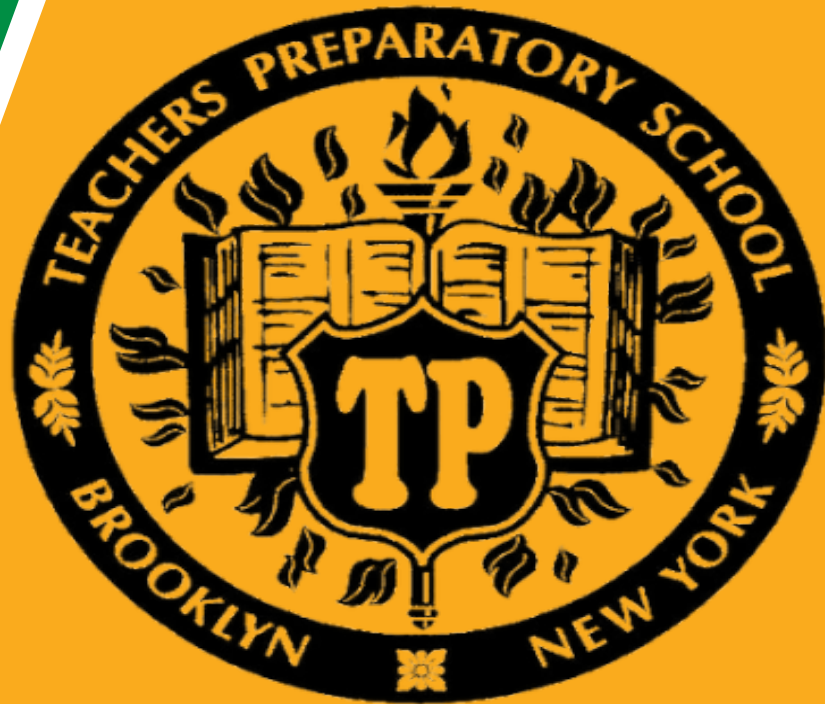


2022

STUDENT HANDBOOK



TEACHERS PREPARATORY HIGH SCHOOL

226 Bristol Street
Brooklyn, N.Y. 11212
718-498-2605



website: www.teachersprep.org





STUDENT HANDBOOK

This handbook belongs to:

NAME: _____

ADDRESS: _____

CITY/TOWN: _____ ZIP: _____

PHONE: _____

E-MAIL: _____

STUDENT OSIS: _____

MISSION STATEMENT

We are dedicated to creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning. We will prepare tomorrow's educational leaders by modeling superior instruction in our teaching and by developing social efficacy skills through meaningful interactions with positive adult role models. Through curriculum and instruction that are challenging and rigorous, we will maintain high academic standards that satisfy requirements for the regents diploma and prepare students for higher learning.



VISION STATEMENT

We are a school that fosters academic excellence and prepares future community leaders. Within our school community, adults and students communicate with genuine respect, effectively manage conflict, respect judgment, learn and grow together. Teachers maintain high expectations for student achievement and students understand and meet these expectations. By understanding and meeting these expectations, our students prepare for entrance into competitive institutes of higher learning and subsequently into teaching and leadership careers.



MESSAGE FROM THE T.P.S. family

Welcome to the Teachers Prep family! We are excited that you are here! T.P.S. believes in YOU and we will challenge you to become the best student and person you can be! Our focus is your education and we will work diligently to ensure that each student at Teachers Prep has the opportunity to reach his or her full potential.

Your student handbook is a vital part of your success at school. Within this handbook, you will discover many useful resources, expectations, and procedures of the school. I encourage you and your parent/guardian to review and become familiar with the information within the handbook.

Finally, we consider you as the finest. We have high expectations for our students. We want you to focus on your education as well as become involved with some of the many service activities and athletics we offer. Our school is for all students, we value good character and students will be expected to conduct themselves in a responsible, respectful manner. Have a great year and we look forward to working with you!

Go Tiger!

ADMINISTRATIVE STAFF

Principal

Mr. Vernon Dye (I.A.)

Assistant Principal

Ms. Felina Backer



Teachers Prep Site: www.teachersprep.org

Parent Coordinator

Ms. Tracie Cooper

PTA Board

2022 - 2023 school year

Cindy Lessey, President

Martina Campo, Vice President

Marvada Barthelemy, Treasurer

Anjanette McAllister, Secretary

SLT Parent Members

2022 - 2023 school year

Cindy Lessey, PTA President

Martina Campo, PTA Vice President

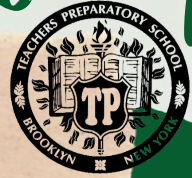
Jennifer Licon

Rhonda Jordan

Anjanette McAllister

| ADMINISTRATION | | | | |
|------------------------------|--------------------------|---------|-----------|---|
| TITLE | NAME | ROOM | EXT | EMAIL |
| PRINCIPAL (I.A.) | Vernon Dye | 257 | 2141 | VDye@schools.nyc.gov |
| ASSISTANT PRINCIPAL | Felina Backer | 309 | 2087 | FBacker2@schools.nyc.gov |
| WELLNESS AND PREVENTIVE TEAM | | | | |
| GUIDANCE COUNSELOR | Calogero Argento | 206 | 2085 | CArgento@schools.nyc.gov |
| GUIDANCE COUNSELOR | Shaquana Montgomery | 310 | 3101 | SMontgomery7@schools.nyc.gov |
| GUIDANCE COUNSELOR | Wayne Glaude | 208 | 2081 | WGlaude@schools.nyc.gov |
| SOCIAL WORKER | Antoinette Campbell | 208 | 2086 | acampbell26@schools.nyc.gov |
| SOCIAL WORKER | Eveline Pierre | 208F | 2087 | epierre3@schools.nyc.gov |
| ATTENDANCE TEACHER | TBD | N/A | N/A | @schools.nyc.gov |
| NURSE | Rosita Mitchell | 118 | 1181 | RMitchell5@schools.nyc.gov |
| SCHOOL PSYCHOLOGIST | TBD | 210 | | |
| FAMILY WORKER | TBD | 210 | | |
| SPEECH THERAPIST | TBD | 210 | | |
| PHYSICAL THERAPIST | TBD | 210 | | |
| RELATED SERVICES | | | | |
| SECRETARY | Adassa Christie-Palmer | 214 | 2571 | AChristiepalmer@schools.nyc.gov |
| PARENT COORDINATOR | Tracie Cooper | 209 | 2094 | Cooperps@gmail.com/ TCooper6@schools.nyc.gov |
| SCHOOL AIDE | Marion Dewberry | 117 | 2091/2092 | MDewberry@schools.nyc.gov |
| SCHOOL AIDE | Robbin Rudder | 115 | 1151 | RRudder@schools.nyc.gov |
| SCHOOL AIDE | Schellena Cook | 208 | 1171 | SCook8@schools.nyc.gov |
| SCHOOL AIDE | Anthony Vasquez | TBD | TBD | avasquez45@schools.nyc.gov |
| TEACHERS | | | | |
| Art/Co-HS Sr. Adv. | John Coppi | 308 | 3081 | JCoppi2@schools.nyc.gov |
| English | Jasmine Fearon-Weekes | 203 | 2031 | JFearon@schools.nyc.gov |
| English | Cornelius Griffin | 305 | 3051 | CGriffi7@schools.nyc.gov |
| ESL Education | Olivia Fundi | 307 | 3071 | OFundi@schools.nyc.gov |
| Foreign Language | Claire Duncan | 311 | 3111 | CDuncan3@schools.nyc.gov |
| Mathematics/HS Sr. Adv. | Novelette Anderson-Green | 125 | 3121 | NAndersonGreen@schools.nyc.gov |
| Mathematics | Sandra Nelson | 204 | 2041 | SNelson3@schools.nyc.gov |
| Physical Education/Health | Kevin Seidlinger | GYM/105 | 1051/1052 | KSeidlinger@schools.nyc.gov |
| Science | Shereen Springer | 306 | 3061 | SSpring2@schools.nyc.gov |
| Social Studies | Pamela Fuller | 211 | 2111 | PFuller@schools.nyc.gov |
| Social Studies | Fred Landron | 312 | 3121 | flandron@schools.nyc.gov |
| Special Education | Andre Lissone | 303 | 3031 | alissone@schools.nyc.gov |
| Special Education | Suzette Mc Koy | 205 | 2105/2051 | SMcKoy@schools.nyc.gov |
| Special Education | Gloria Williams Chambers | 305 | 3051 | GChambers@schools.nyc.gov |
| Special Education | Sharon Fearon | 212 | 2121 | SFearon3@schools.nyc.gov |
| Special Education | Jessica Jean Jacques | 404 | 4041 | JJeanjacques2@schools.nyc.gov |
| Special Education | Savory Kyte | 313 | 3131 | AKytesavory@schools.nyc.gov |
| Special Education | Linda Whitfield | 313 | 3131 | LWhitfield@schools.nyc.gov |
| PARAPROFESSIONALS | | | | |
| TITLE | NAME | ROOM | EXT | EMAIL |
| PARAPROFESSIONAL | Tanasia Pearson – IEP | | | TPearson6@schools.nyc.gov |
| PARAPROFESSIONAL | Malcolm Harrison – IEP | | | MHarrison@schools.nyc.gov |
| PARAPROFESSIONAL | Damilet Castillo | | | dcastillo31@schools.nyc.gov |
| PARAPROFESSIONAL | Christopher Collins | | | ccollins13@schools.nyc.gov |
| BUILDING SERVICES | | | | |
| CUSTODIAL ENGINEER | David Feliciano | 116 | 1161 | Ck175@schools.nyc.gov |
| KITCHEN | Joan Ward | KITC | 1111/1121 | jward6@schools.nyc.gov |
| SCHOOL SECURITY – MAIN | MAIN SECURITY DESK | MAIN | 1000 | schoolsafety@fda7.org |
| SCHOOL SECURITY – OFFICE | SECURITY | 104 | 1041 | |

Teachers Preparatory High School



Dress Code Policy Monday - Friday

ALL students MUST wear their dress code daily.

You can earn a dress down day on Fridays, if you:

- Come to school on time
- Wear your full dress code throughout the week
- No infraction points

The following attire are NOT allowed:

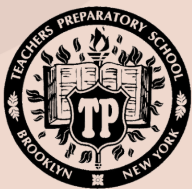
- Blue jeans; jeggings; leggings; yoga pants; tights; and the like
 - Cut-out pants
- Shorts or skirts above the knee
- See-through clothing without proper coverage underneath

NO sagging attire and clothing that is exposing parts of bodies that will mentally impact others

#positivevibe #focused #professional #letsgetitright

2022 - 2023





Teachers Preparatory School Bell Schedule

| | | |
|--------------|-----------------|-----------------|
| Pd. 0 | 7:30 AM | 8:16 AM |
| Pd. 1 | 8:20 AM | 9:05 AM |
| Pd. 2 | 9:08 AM | 9:53 AM |
| Pd. 3 | 9:56 AM | 10:41 AM |
| pd. 4 | 10:44 AM | 11:29 AM |
| Pd. 5 | 11:32 AM | 12:17 PM |
| Pd. 6 | 12:20 PM | 1:05 PM |
| Pd. 7 | 1:08 PM | 1:53 PM |
| Pd. 8 | 1:56 PM | 2:40 PM |

**Mondays
Prof. Dev.**

2:41 pm - 4:00 pm

**Tuesdays
Parent
Engagement/**

2:41 pm - 3:55 pm

UNAUTHORIZED ITEMS

Items mentioned in the NYC Discipline Code are NOT allowed in this building. Random checks are done by NYPD School Safety.



Go to the NYC DOE website for a list of all prohibited items. Those items will be confiscated and disciplinary actions will be imposed.

**TEACHERS PREPARATORY
HIGH SCHOOL**

**YOU JUST
WALKED INTO
A CELLPHONE
FREE ZONE**

**NO HEAR AND NO SEE PHONE POLICY
OR CONSEQUENCES WILL BE APPLIED**



TPS

EARN INCENTIVES WHILE LEARNING



**I EARNED ONE TODAY!
DID YOU?**

**TPS Incentive
Redemption Chart**

To redeem your tickets,
please see the following staff
members:
MS. Cooper or Ms. Backer



Incentive tickets/Honorable Points

can be redeemed to work off 1 infraction point (*students cannot attend school events if they have infraction points.*)



Incentive tickets/Honorable Points

can be redeemed for:

- Specialty/Seasonal items
- 2 TPS dollars
- \$1 off of school activities* – basketball games, parties, karaoke nights, homework pass (at the teacher's discretion)



Incentive tickets/Honorable Points

Birthday dress down (*student must be in good standing with uniform*).
Birthday dress down day certificate must be cleared a week prior.



Incentive tickets/Honorable Points

- TPS Café Coupon,
- Snacks
- \$5 gift card



Incentive tickets/Honorable Points

- TPS items/school spirit promos – mugs, T-shirts, etc.



Incentive tickets/Honorable Points
Unlock the surprise incentive...

IN THE MORNING, YOU CAN RECEIVE A TICKET AT THE DOOR

- Get to school before 8:20AM
- Wear your school uniform
- Have your ID card
- Come to school with a book bag



*You may also earn additional tickets/honorable points during the school day.
Want to earn more? Earn positive points from your teachers during class time.*

**You can also earn
incentives for attendance.**

**Let's see who will be earn
the first big prize!**



@LETSEARNWHILELEARNING

ACADEMIC STANDINGS

Valedictorian: The student with the highest academic rank in a class who delivers the valedictory at graduation. In order to be chosen as the T.P.S. Valedictorian the student would have to have earned 30 credits at Teachers Preparatory School.

Salutatorian: The student with the second highest academic rank in a class who delivers the salutatory at graduation exercises. The above Valedictorian limitation applies here.

AFTER SCHOOL ACTIVITIES

There is a range of after school activities available for all students to participate in. Please see the program coordinator to register.

ASSEMBLIES AND CLASS MEETINGS

Meetings may be held during the school day to discuss class affairs or for counseling and administrative purposes. These meetings will be announced informing students of time, place, and purpose.

Assemblies will be held during the school year. Assemblies /town halls are usually offered for the entire student body and all students are required to attend. Students are seated in specific areas, during assemblies, according to their class. Assemblies are part of the instructional program. They are informative and educational, encompassing many topics. Students are expected to exhibit courtesy and respect toward all persons appearing in an assembly program. Rudeness, bad manners, and misconduct will not be permitted. Students on suspension will not be permitted to attend these functions.

ATTENDANCE

In order to build a progressive and successful teaching and learning environment, students must be present every day to receive a meaningful instruction from their teachers. Attendance procedures are set in place to monitor and support students and families. With that said, students, parents and the school have a responsibility to ensure that attendance procedures are followed. Regular daily attendance is the basis for academic achievement and success. Absences have a negative impact on instructional continuity, regardless of the attempt to make up the missed work. Parents are to encourage students to attend school on a daily basis and on time. Keep in mind that student may miss points given by teachers for daily participation and the necessary instruction to support academic and social success. If a student misses school on the day of an after school activity, he/she may not participate in the activity. **A student who has been absent for 10 consecutive days or twenty aggregate days is subject to a 407 investigation which involves home visits and/or reporting to the mandated reporter hotline.**

Attendance Information

Excused Absences

1. All students must report to school daily and must be on time.
2. It is the responsibility of the student/parent to communicate with the teacher(s) involved to resolve attendance problems. If the problem is not resolved, the student and/or parent should contact the attendance secretary.
3. Students will have an opportunity to make up missed work with approval from their teacher. It is the student's responsibility to request missed work from his/her teachers. All absences for school-sponsored activities do not count toward the attendance policy limit. Students may also go to [their teacher's google classroom](#) for missing work.
4. The attendance team will make phone calls to the homes of students that are habitually absent. Calls will be made during the school day to alert parents of the absences. We cannot guarantee that a parent will be the person who answers the phone when this call is made. Parents should be alert to the likelihood that another member of the household may get this call.
5. Phone calls will be accepted, but all absences must be excused by a written note within three. All parents seeking a request for an excused absence should have the following:
 - a. Student name (First & Last) and grade
 - b. OSIS number (I.D.)
 - c. Date of absence
 - d. Reason (be specific)
 - e. Date of notice
 - f. Parent name, contact information for verification and signature
6. Parents must call in advance to excuse a student who is leaving the building during the school day. The parent is required to come into the main office to sign the student log-out book.
7. **Please note, an excused absence will still be marked as an absence on your attendance report as "E".**

Unexcused Absences

1. Any absence from school or class without approval of the school and parents will be considered an unexcused absence.
2. Unexcused absences will result in no credit being given for the day or period missed. Students will be responsible to maintain their subject proficiency.
3. The designated school authorities may initiate court action when necessary in order to enforce school attendance requirements.
4. Absences for working, shopping, being needed at home, visiting relatives, etc. are not excused absences.

Attendance Based Discipline

1. Home visits will be conducted to determine reasons for habitual absenteeism.
2. A lack of success by prior deterring consequences may result in truancy charges against the child and parent.

Tardiness

1. All students are expected to arrive to school and to all classes on time with the necessary homework, books, and materials/supplies needed for learning. Students who are habitually tardy and disrupt the learning and instructions in their classes will be subject to a variety of consequences by their teachers and school officials. Each student is expected to resolve individual concern with each teacher.
2. Habitual unexcused tardiness to school and to class may result in students receiving consequences for such action.
** Teachers may assign their own individual consequences for students that are habitually late to class. A teacher may refer a pupil for additional disciplinary actions after exhausting all possible actions.*

Excessive absenteeism will be reported to the Mandated Reporter Hotline (ACS).

AUTOMATED NOTIFICATION SYSTEM

The school is using an automated system to notify parents about school events and emergencies. The system allows the school to send a telephone message to all of our students and parents. The successful delivery of information is dependent upon accurate contact information for each student, so please make certain that we have your most current phone numbers. If this information changes during the year, please notify the attendance office immediately.

What you need to know about the automated notification system

- The automated system will leave a message on any answering machine or voicemail.
- Some messages may go out on weekends, as we know that most parents/guardians are home with family.
- Please be mindful that a message could have been received and erased by a household member.

JupiterEd

JupiterEd is used by all teachers to enter attendance record for all students. Scholars and parents need to familiarize themselves with the platform to check on attendance and also academic progress. If your child is absent from any class, an automated message or alert will be sent to all family members found on Jupiter throughout the day. If you do not have access to the platform, please send us an email or speak to a staff member at the school. JupiterEd website is: <https://login.jupitered.com/login/>.

BELL SCHEDULE

| Period | Start | End |
|--------|-------|-------|
| 1 | 8:20 | 9:05 |
| 2 | 9:08 | 9:53 |
| 3 | 9:56 | 10:41 |
| 4 | 10:44 | 11:29 |
| 5 | 11:32 | 12:17 |
| 6 | 12:20 | 1:05 |
| 7 | 1:08 | 1:53 |
| 8 | 1:56 | 2:40 |

BUS RULES

In the interest of safety and in compliance with state law, students shall observe the following rules:

1. All students must be seated while the bus is in motion.
2. No eating on the school bus.
4. Use the emergency door only in an emergency.
5. Good behavior is required-behavior, which will not distract the bus driver from operating the bus safely.
6. Window ventilation is to be regulated by drivers only and not by students.
7. Obey the instructions of the drivers and bus matron at all times. They are trained to protect you.
8. Treat the driver and matron with respect at all times.
9. Keep the bus neat and clean at all times.
10. Students who misbehave will be reported to school authorities, and failure to observe safety rules may result in disciplinary action, which may include the loss of bus-riding privileges.

At the beginning of each school year (September), all students will get a lesson on bus safety protocols.

CAFETERIA RULES

School lunch is offered to all students who want and need to eat. Students attending school in person will be offered free breakfast and lunch daily in school. You do not need to apply for your child to receive meals. However, we do ask families to complete [Family Income Inquiry Form](#)(Open external link), which helps schools receive money for their programs. Your school will send a copy of this form home with your child, or you can get it from your school's main office.

Here is the link to apply: <https://www.myschoolapps.com/Home/PickDistrict>

A student may bring lunch from home or purchase lunch in the cafeteria. Students will eat in the cafeteria. Students are to walk to the cafeteria in an orderly manner. Students should find a table and be seated. Students should respect other students' food and trays. Students are not allowed to walk out to the cafeteria with food trays.

Students are expected to conduct themselves as ladies and gentlemen and exhibit good manners and behavior in the cafeteria.

The following regulations are intended to help keep the cafeteria a pleasant and sanitary place in which to eat. The following rules must be observed in the cafeteria. Misconduct is subject to disciplinary action:

1. Students will enter the cafeteria and proceed to their table in an orderly manner until they are called to the serving line. Keep your own place in the serving lines. Do not move ahead of others.
2. There shall be no loud conversation, singing, boisterous conduct, unnecessary noise or profanity. Students will be orderly and talk in a normal conversational tone while eating their lunch.
3. Students are to remain seated at all times during their lunch period, except to toss their trays or to assemble with their class to return to their classroom. Students are not to move from table to table.
4. Students will not throw food, napkins, straws, sporks, or any other objects.
5. Students who sit down at a messy cafeteria table assume responsibility for the trays, dishes and refuse "left there." They will be asked to properly dispose of these items when they leave the table. Students are to leave their eating area clean.
6. Students should get everything they need as they go through the serving line. Students are not to return to the serving line once they have gone through the line.
7. **Do not take food or drinks out of the cafeteria.**
8. Follow directions of faculty, staff, and cafeteria personnel.
9. Students violating the above rules are subject to receiving consequences.

CAMERAS IN AND ON SCHOOL GROUNDS

Teachers Preparatory School is equipped with indoor and outdoor surveillance cameras. The cameras monitor student behavior on school grounds and provide a visual record of student and non-student visitors to the campus, thus helping to provide a safer environment.

CHANGE OF ADDRESS

Any change in the student's address or phone number must be reported to the Main Office as promptly as possible. Any change in the student's address requires proper documentation. Please contact the appropriate the Parent Coordinator for details. This enables the school to send mails to the proper address and to contact the home when necessary.

COUNSELING SERVICES

Students seeking advice about schedules, colleges, scholarships, tutorials or personal problems are to contact a school counselor. In the event of a personal crisis, a counselor may request the assistance of appropriate personnel. Every effort will be made to contact the student's parent/guardian as soon as possible. Counseling may be short term or long term. Conversations may be in a form of individual counseling with a staff member, a school administrator to small group or a large group. All counseling sessions may not be documented.

Mr. Argento will be working with the 9th and 12th grade students.
Ms. Montgomery will be working with the 10th and 11th grade students.

DELAYED OPENING STORM DAY PROCEDURE

1. The Chancellor will make the citywide decision to close or delay the opening of schools during stormy weather.

Listen to your local T.V. or radio station for information: (i.e.).

WINS (1010AM)

WABC (770AM)

WBLS (107.5FM)

WXLX (620AM)

WNYW (Fox Channel 5)

NY1 (Channel 1 on cable TV)

WCBS (880AM)

WLIB (1190AM)

WNYE (91.5FM)

WNBC (Channel 4)

UNIVISION (Channel 41)

WYNE-TV (Channel 25 on TV)

WADO (1280AM)

WSKO (97.9FM)

WLDM (1380AM)

WABC (Channel 7)

WNYW (Channel 25)

Call 311

Check the DOE website - <http://schools.nyc.gov/calendar> Etc.

2. In case of an authorized delayed school opening, the Chancellor will announce a two-hour delay citywide, and will cancel all extra sessions of 37.5 minutes for the targeted students, whether they are scheduled at the start of the day or at the end. Example:

- An 8:00 a.m. to 2:20 p.m. session becomes 10:00 a.m. to 2:20 p.m.
- An 8:10 a.m. to 2:30 p.m. session becomes 10:00 a.m. to 2:30 p.m.
- An 8:20 a.m. to 2:40 p.m. session becomes 10:00 a.m. to 2:40 p.m.

DETENTION

Individual teachers may hold their own detention throughout the school term for those students who fail to abide by the rules and structures set. School administrators, deans, and other staff members will also hold school-wide detention as a form of consequence for any student who is who is not falling in line with school rules and regulations. Failure to attend detention when assigned may result in further disciplinary actions.

Rules for general weekly school detention:

- Administrators/deans or designee may assign a student to the weekly school detention.
- After school detention begins at 2:41PM on Mondays and Fridays. Morning detention starts promptly at 7:30AM.

- Students must arrive to morning or after school detention on time. If you are more than 15 minutes late, you may not be permitted to stay and will have to make up additional days. Students may not eat, talk or sleep.
- Students must always bring classroom assignments and work through entire detention. The monitor may also require special assignments.
- Students who violate the above rules will be referred to administrators, which may result in further disciplinary actions.

Students on detention, such as morning, lunch, and afterschool, are excluded from ALL school functions

DISCIPLINE PROCEDURES and SCHOOL PHILOSOPHY on RULES

Rules and procedures are established by Teachers Preparatory School to provide for optimal functioning of this educational community of students. Consideration is given to the objective of providing a sound educational environment for the good of the entire school community balanced by a consideration for the rights of individual students.

The vast majority of T.P.S. students are well behaved, self-directed, and cooperative. The rules and procedures of the school are developed with the aim of enabling students to show greater responsibility as they mature and are given increased freedom. It is our belief that freedom is meaningful only in the context of providing the opportunity for self-discipline. We, therefore, strive to keep unnecessary restrictions to a minimum. The rules and procedures in this handbook have been found to be effective in contributing to an excellent educational setting within T.P.S.

Students are expected to display proper conduct when coming to school and going home from school and to refrain from acts of misconduct while on school grounds, in school buildings, or elsewhere while attending school-sponsored activities. Students must comply promptly and courteously with a request from any staff member. As long as a student is on the campus, at a school event, or engaged in a school activity, he/she is to follow school rules. This is necessary for the school to operate smoothly, safely, and efficiently at all times.

Teachers Preparatory School is committed to ensuring that our school is a place where students learn and staff teaches in a safe, secure, and orderly environment. It is therefore necessary that students and parents understand that there are standards of behavior with which students are expected to comply and there are consequences if these standards are violated. The school continuously strives to maintain the best possible climate for education. The welfare of the individual student and the rest of the school are considered in disciplinary situations. These standards of behavior include a Discipline Code that sets forth a comprehensive description of unacceptable behavior and the range of permissible disciplinary measures. The following methods are utilized to help maintain school discipline. A student will increase his/her chances for success and will avoid difficulty by adhering to the following guidelines:

DISCIPLINE CODE AND INTERVENTION MEASURES

[Discipline Code \(nyc.gov\)](http://nyc.gov)

| TEACHERS PREPARATORY SCHOOL | Discipline Code and Intervention Measures | Each level of infraction contains a minimum to a maximum range of possible disciplinary responses. |
|---|---|---|
| LEVEL/ Point (s) | Examples of Infractions * | <i>Range of Possible Disciplinary Responses</i> |
| Level 1 From - To B01 - B12 | Cutting classes; being late for school or class; bringing prohibited equipment or material to school without authorization (e.g., beeper, cell phone, cameras, and other electronic communication or entertainment devices) | From <ul style="list-style-type: none"> • Admonishment by school staff (A) • Exclusion from school activities (E) To <ul style="list-style-type: none"> • Removal from classroom (F) <i>(See the discipline code for more disciplinary responses)</i> |
| Level 2 From - To B13 - B20 | Using profanity, obscene, vulgar or abusive language or gestures; possession of matches or lighters; lying or giving false information to school personnel; etc. | From <ul style="list-style-type: none"> • Admonishment by school staff (A) • Exclusion from school activities (E) To <ul style="list-style-type: none"> • Principal's suspension (G) <i>(See the discipline code for more disciplinary responses)</i> |
| Level 3 From - To B21 - B32 | Leaving class or school premises without permission of school supervising personnel; being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents; horse playing; throwing objects, etc. | From <ul style="list-style-type: none"> • Admonishment by school staff (A) • Exclusion from school activities (E) To <ul style="list-style-type: none"> • Superintendent's suspension <i>(See the discipline code for more disciplinary responses)</i> |

| | | |
|---|---|---|
| <p>Level 4</p> <p>From - To</p> <p>B33 - B49</p> | <p>Fighting; threatening violence injury or harm to another or others; engaging in an altercation and/or physical behavior; falsely activating a fire alarm, defibrillator; taking or attempting to take property belonging to another etc.</p> | <p>From</p> <ul style="list-style-type: none"> Principal's suspension (G) <p>To</p> <ul style="list-style-type: none"> Expulsion (M) <p><i>(See the discipline code for more disciplinary responses)</i></p> |
| <p>Level 5</p> <p>From - To</p> <p>B50 - B62</p> | <p>Threatening to use or using force to take property belonging to another; engaging in threatening, dangerous or violent behavior that is gang-related; possessing or using weapon to attempt or inflict injury upon school personnel, students or others, etc., (see category I and II for more examples)</p> | <p>From</p> <ul style="list-style-type: none"> Superintendent's suspension <p>To</p> <ul style="list-style-type: none"> Expulsion (M) <p><i>(See the discipline code for more disciplinary responses)</i></p> |

PLEASE NOTE: FAILURE TO COMPLY WITH SCHOOL RULES AND REGULATIONS WILL RESULT IN DETENTION OR SUSPENSION.

Accumulation of points will result in exclusion from school activities, signing a behavioral progress report, student attending Lunch Detention (point reduction class), etc.

Points will accumulate. Students will be provided with an opportunity to "EARN OFF" points by performing community service, attend detention lab (points reduction class), etc. Points must be worked off at least a week prior to attending a school event. Please see the community service coordinators for form.

** A range of possible **guidance interventions** will be used in addition to the disciplinary actions. This is a non-exhaustive list of responses which may be used: Parent outreach, referral to Pupil Personnel Team, referral to community service, intervention by mental health staff, individual/group counseling, conflict resolution, peer mediation, development of individual behavioral contract, involuntary transfer, transfer (with parental consent), and guidance conference.

Appeals process is available upon request. Please see your guidance counselor for more details.

- Refer to the NYC DOE Disciplinary Code For examples of infractions.

DUTIES, RESPONSIBILITIES, AND RIGHTS OF STUDENTS

The entire Teachers Preparatory staff has the responsibility to enforce school standards and policies. Full cooperation of students and parents/guardians is expected. At all times, students are expected to conduct themselves in an appropriate, respectable, and community conscious manner. Behavior that disrupts or harms the educational environment of the student, other students, staff members or the school community is not acceptable. Please refer to the Citywide Standards of Discipline and Intervention Measures (The Discipline Code) which is given to every student in the month of September.

Standards for Student Conduct

Each student is expected to behave in a responsible manner by:

- Demonstrating respect and courtesy for others.
- Attending all classes, regularly and on time.
- Preparing for each class by thorough study and homework completion.
- Bringing appropriate materials and assignments to class.
- Being well-groomed and dressing according to the dress code/uniform policy.
- Obedying all school and classroom rules.
- Respecting the rights and privileges of other students, school staff, and visiting adults at school or at school-related activities, on or off school grounds.
- Respecting the property of others, including school property and facilities.
- Cooperating with or assisting the school staff in maintaining safety, order, and discipline.
- Adhering to the Citywide Standards of Discipline and Intervention Measures (The Discipline Code)

DRESS CODE AND UNIFORM POLICY

School is a student's full-time job; therefore, the Teachers Preparatory School Dress Code and Uniform Policy is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption and prepare our students for post-secondary programs. Our focus is to provide all students with a safe and positive learning environment so that each student can learn to the maximum of his or her abilities. We want to ensure that our students dressed in such a way that will contribute to their success and help generate a positive learning environment throughout the school. It is intended to minimize student distraction to not interfere with the educational process. Students whose religious beliefs require exemptions from the Teachers Preparatory School Dress Code and Uniform Policy in any way may be granted an exemption, provided the student presents a written statement, from the student, parent or guardian expressing a religious objection to the Dress Code and Uniform Policy that the administration determines is bona fide.

High School Dress Code

All high school students must wear **black or khaki** slacks (**NO LEGGINGS, JEGGINGS, TIGHTS, RIPPED PANTS OR BLUE JEANS**) or skirts with **plain grey or green polo shirts or collared shirt of the aforementioned colors**. Sweaters can be worn during cold weather. Clothing with visible brand or designer labels that are offensive are prohibited. TPS swags (sweatshirt and sweatpants with **TPS logo**) are acceptable.

If you need additional shirts, please see Ms. Cooper or Mr. Argento in room 206.

Failure to Comply

Failure to comply with the Dress Code and Uniform Policy will result in the student being required to change to the school uniform/dress code. Parents will be called to bring proper clothing for students. We ask that all families cooperate with the school to ensure that all students comply with this requirement so that the school can function effectively and progressively.

ELECTRONIC DEVICES/PROHIBITED ITEMS

Students are prohibited from displaying or using the items listed on the NYC Discipline Code of Conduct (see document on JUPITERed) on school property, especially during class and hallway. A student in violation of this policy is subject to having the device confiscated. If such equipment becomes visible and/or audible, it is subject to confiscation. A refusal to hand over equipment/item will result in parent contact to confiscation. Any staff member may confiscate the equipment. All confiscated devices will **only** be released to the student's parent/guardian **if** there is a pattern of violation. It is the student's responsibility to inform their parent/guardian of the confiscated device/item and arrange for an appointment to have the device picked up at a specified time. While such equipment will be stored in a locked facility, Teachers Preparatory School **cannot and will not be responsible** for missing or lost equipment that should not have come to school in the first place. Exception will be made **ONLY** by the classroom teachers **IF and ONLY IF** that technology is needed for academic support.

The steps that will be as follows:

First offense: Warning (*depending on response*)

Second offense: Parent contact

Third offense: Confiscation (could be daily) and attend Restorative Justice

Please not that, we will have the "Yondr Pouch" system for all students to use! You will be notified of such as the year progresses.

Prohibited Items

Cellular phones, glass bottles, other types of equipment listed in the NYC Discipline code are not permitted in the school building. Items will be confiscated and disciplinary actions will be imposed!!!

Please refer to the NYC Discipline Code for additional prohibited items.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITY PARTICIPATION

Code of Ethical Behavior for Extracurricular Activities

Participation and attendance in extracurricular activities is a privilege, not a right. Students who participate in extracurricular activities are viewed as role models and are held to a high standard of conduct including dress and grooming standards. Students who are disruptive while attending extracurricular activities may be suspended or banned from attending extracurricular activities for the rest of the school year. Misconduct is subject to disciplinary action. We have a zero tolerance policy at T.P.S. therefore students who have infraction points or who have had disciplinary issues **WILL NOT** be permitted to attend or participate in school activities.

EMERGENCY BLUE CARDS

Please keep information on the blue card current. Students cannot be dismissed from school due to illness unless a parent/guardian or designated person comes to the school to sign the child out. A student will only be released to a person noted on the most recent blue card. In case of emergency when parents cannot be reached, 911 or the designated physician will be called and necessary treatment will be administered.

FACE TO FACE LETTER

Face to Face or parent letters must be requested at least **three** days in advance with the attendance secretary. Please note that student's attendance will be taken into consideration prior to issuing a Face-to-Face letter.

FIRE DRILLS AND OTHER DISASTER PROCEDURES

Fire, AED (Code Blue), Lockdown and Shelter drills are held periodically throughout the school year to practice proper norms during emergency situations. Please note that other types of drills, such as Shelter-in, Soft and Hard Lockdowns, Code Blue (AED) will be practiced. Students must pay attention to all instructions given by teacher and school administrators. Misconduct is subject to disciplinary action. Please note that:

1. The fire alarm is a loud, continuous blaring sound.
2. Teachers will review the different types of drills early on during the school year.
3. Attendance is taken every period during the first few minutes. Beware that attendance will also be taken after a fire drill to ensure that all students have returned to class.
4. A card giving specific fire drill directions is posted near the door in each classroom. Make note of the exits posted.
5. Students with free periods are to exit the building with a school staff member closest to them.

During severe weather, follow instructions given by the principal and the city used radio and television stations. School closings and other emergency messages will be displayed on the Department of Education's website at

<http://schools.nyc.gov>

FIELD TRIPS

Field trips are intended to enhance or supplement the school's instructional program. The school district requires parent permission and emergency information forms to be signed and returned before students are permitted to leave the campus. Adult chaperones may be invited to enhance safety. Misconduct on a field trip is subject to disciplinary action. Also, monies for certain trips may not be refundable. Check with trip coordinator.

GENERAL INFORMATION

A. Personal Messages

In order to keep classroom interruptions to a minimum, the office personnel will not deliver personal messages to students during class time except in case of an emergency. Parents are encouraged to communicate any instructions to their children before they arrive at school.

B. Assemblies

A student's conduct in assemblies must meet the same standard as in the classroom. Misconduct is subject to disciplinary action.

C. Buildings and Facilities - Use and Care

School facilities are available for use by student groups, before and after school hours. Student groups desiring to utilize school facilities must seek prior approval for such usage from the group's faculty sponsor and the appropriate building principal. No student group should remain at school without being supervised.

GRADING PERIODS

The fall and spring semester consist of three marking periods each. Each marking period is about six weeks long. Report card is given at the end of each marking period. Please call the school for distribution dates. Marking period dates are also posted on **JupiterEd**. Students are encouraged to pay strict attention to their teachers; exhibit good citizenship; cooperate with teachers and other students; and be regular and punctual in attendance. They should participate in class, complete all assigned work/projects on time, be diligent in study, attend extended day classes*, and pass their exams/quizzes. Our expectation for every student is to keep an average of 95 percent or above. Your teachers are here to help. If you are struggling in your classes, seek help. We need all of you to succeed. By the way, students and parents can view assignments on **JupiterEd** or Google Classroom posted by teachers and track ongoing performance. Students, it is your responsibility to keep abreast to your progress.

GRADING ON A GPA SCALE

All students at Teachers Prep are encouraged to familiarize themselves with the Grade Point Average system, which is used in colleges. It is based on a 4-point system, with an A=4 points. Since we expect many of our students to submit perfect work, we have added the grade of A+, which will be worth 4.3. In order to compute your grade point average, you must assign the grade point value to the letters, and then average it out.

| Letter Grade | Number Value | Grade Point Value |
|--------------|--------------|-------------------|
| A+ | 100 | 4.3 |
| A | 93-99 | 4.0 |
| A- | 90-92 | 3.75 |
| B+ | 87-89 | 3.5 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.75 |
| C+ | 77-79 | 2.5 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.75 |
| D+ | 67-69 | 1.5 |
| D | 65-66 | 1.0 |
| F | Below 65 | 0 |

How do you compute your grade point average?

Please refer to this example to see a sample GPA. You assign the numerical value to the letter grade, add up the numbers, and then find the average by dividing by the number of subjects.

| | | |
|----------------|----|-------|
| English | A- | 3.75 |
| Global Studies | B | 3.0 |
| Earth Science | C | 2.5 |
| Mathematics | A | 4.0 |
| Spanish | B- | 2.75 |
| | | 16.00 |

This number is divided by the number of subjects (5) and your GPA 3.2, which is slightly higher than a B.

GRADUATION REQUIREMENTS and EXAMINATION MANDATES *(see attachments)*

It is a requirement that ALL NYS/NYC students fulfill the graduation requirements by the time they graduate. All students **MUST** earn the required 44 credits plus receive a minimum passing grade of 65% in the five core subjects regents to earn a regents diploma. We know that all of our students want to start off their college experience not having to embark in remedial classes; with that said, students must earn a minimum of 75 in the ELA exam and a minimum of 85% in the Integrated Mathematics or another Math course to be considered "college ready". We will have students retake the exams if they do not meet the college readiness requirement.

| Credit Requirements | |
|------------------------------|---------------------------|
| 8 English credits | 4 Years of English |
| 8 Social Studies credits | 4 Years of Social Studies |
| 6* Math credits | 4 Years of Math |
| 6 Science credits | 3 Years of Science |
| 2* Foreign Language credits | 1 Year of Spanish |
| 1 Health credit | 1 Semester |
| 4 Physical Education credits | 4 Years of PE |
| 1 Advisory Credit Taken over | 4 years PASS/FAIL GRADE |

Regents Exam Requirements for Regents Diploma

- English Regents
- Global History Regents
- U.S. History Regents
- Math Regents
- Science Regents

HALL PASSES

In thinking about how to reduce the spread of germs and minimize exchanging of hallway passes, we are going to start using JupiterEd to grant students hallway passes. This is how it will work, when a student asks to use the restroom or need to see a counselor, etc., teachers will note the permission on the Guidance tab (check off restroom or the appropriate destination, enter the time, check off who you want to notify and click save. Simple as that. **PLEASE NOTE THAT, ADMINISTRATORS/COUNSELORS** will be notified as well. At times, parents may get an automated notifications. Teachers will also have a logbook for you to sign prior to exiting the classroom. Be mindful that, your time spent out of the classroom will be noted. Teachers will also have a pass that students can take with them when exiting the classroom.

Again, this is to eliminate the exchange of paper passes. **We will not be issuing paper passes.**

If and when things go back to normal, then we will use the structure below.

Due to the importance of instructional time, bathroom passes during class time are very limited. However, when it becomes necessary for a student to leave the room for any purpose, it is the responsibility of the student to get the hallway pass signed by their teacher indicating the date, destination, time leaving and time returning. Students out of any class must be in possession of a pass. No passes will be given during 1st period, the period after lunch, 6th period or in the first or last 10 minutes of any other period. Students are encouraged to use the facilities during their lunch period. If your child has medical needs that require frequent bathroom visits, please send a doctor's note to your child's advisory teacher and the nurse. Only one student may be out on a pass at a time. Students are not allowed to go to their lockers during class time.

HELPFUL HINTS

| If students need to... | They should... |
|---|--|
| Leave for an appointment or go home early for any reason | Have their parent come into the main office, signs the "sign-out" binder and a staff member will get the student out of class. It is the student's responsibility to collect and complete all missed work from their teachers. |
| Open their locker when having trouble | Report to an administrator. |
| Leave a class because of illness | Must have a teacher give them a pass to the nurse's office. |
| Find out about their credits or academic situation | See their counselor. |
| Put up a club poster | Have it approved by a school administrator. |
| Join a student group or activity | See the teacher/sponsor in charge. |
| Receive information about a career area or scholarships | Check with your counselor. |
| Use the phone | Students who carry cell phones to school must have them off and out of sight from the time they come around and in the building until after school or the official end of the school day. If a student has an emergency and must use a phone to call home they must go to the main office and ask for permission to use the phone. |
| Seek help because they are upset, distraught or having an emotional problem | Report to social worker, counselor, nurse, or assistant principal. |

HOMEWORK

1. Homework reinforces learning, increase knowledge, develops the habit of independent study, enriches the curriculum, and helps student to budget their leisure time.
2. Twenty to thirty minutes of written homework, per subject, may be assigned daily.
3. Homework is reviewed, evaluated, assessed, and weighted into their report card grade. Many teachers post homework progress charts in the classroom to encourage the completion of homework assignments.
4. Though class time should be allocated to the explanation and modeling of homework assignments, homework assignments are to be completed at home.
5. Engage parents in discussion about the frequency of homework, assignments and the timeline for major projects. Parental involvement increases the probability of receiving assignment on time.
6. Subject teachers do maintain a homework log. Students who are absent may retrieve assignments from **JupiterEd** or **Google Classroom**.
7. Students are to make up all missed homework as a way to improve their classroom grades.
8. Christmas/Winter/Spring recess assignments (e.g. educational projects, a research paper, etc.) may be distributed before breaks. This consideration will afford student with travel plans ample opportunity to gather the needed instructional materials in advance of their departure.

It is important that students and parents structure a regular time and a suitable environment to do this work. Failure to complete and turn in homework is the number one cause of low and failing grades.

HONOR SOCIETY

National Honor Society is an honor society that has been formed nationally throughout the United States. Teachers Prep has a chapter. It is an association of teachers and students organized to encourage and reward scholastic achievement, foster nobility of character, create and maintain a spirit of true loyalty and unselfish service to one's school. To become a member of this nationally recognized society, one must attain a minimum passing grade of 80% in all minor subjects, a minimum passing grade of 85% in all major subjects, and a minimum overall average of 85%. Student must also maintain a letter grade of (S) satisfactory or better in conduct. In addition, the applicant must have rendered one year of unselfish work. Last, and by no means least, the members of the faculty must give a recommendation of high character.

ID CARDS

Student ID cards are issued to all incoming students at the beginning of the school year. Returning students can continue to use their ID cards. Students are required to carry this card on school grounds or at any school-sponsored event. All students are required to swipe their ID card upon entrance.

In order to protect our students from unwanted outsiders, students must be able to produce an ID upon request. ID's are also necessary for school activities. Students can obtain a replacement ID (same picture) for a small fee of \$3.00. If a student needs to retake a picture, he or she must see the person in charge. A picture re-take is for an additional charge of \$5.00.

INCENTIVES

Incentive tickets are given away every day upon entrance to all students who arrive to school on time (before 8:20AM), wear their dress code or uniform, and have their student ID card. Incentive tickets can be used to work off infraction points, redeemable for other incentives (see the incentive charts posted on page 16). Vouchers and T.P.S. dollars are other forms of incentives that are given out during the school. T.P.S. dollars can only be used for in-school events. Incentive tickets, vouchers, and T.P.S. dollars must be used within the school year that they are given.

INFRACTIONS AND RANGE OF POSSIBLE DISCIPLINARY RESPONSES

The CITYWIDE STANDARDS OF DISCIPLINE AND INTERVENTION MEASURES (THE DISCIPLINE CODE) published by The New York City Department of Education clearly specifies types of infractions and the range of possible school responses for such infractions. It is essential that all students, parents, teachers and administrators familiarize themselves with the Department of Education document. The Department of Education has carefully designed the Discipline Code to make the learning environment effective and conducive. Please refer to the Discipline Code for additional information.

The discipline code is given to every student at the beginning of the school year to bring home to their parents, as long as DOE sends them. There are extra copies available in the dean's office.

LIBRARY

If and when the library is staffed, the following will be protocols are in place:

1. Students are permitted to go the library during lunch periods. This will be done on a first come first served basis. Students will not be permitted to enter or leave the library after the first 15 minutes of the period.
2. Students must sign in and show ID before they take a seat in the library.
3. Students who wish to leave the library to go to lunch must get a pass from the librarian to leave the room. School rules are enforced. Students who are disruptive or do not follow library rules will have library privileges suspended during lunch periods and will not be allowed back for the semester during lunch periods.
4. Board of Education policy states that computers are to be used for educational purposes only.

Borrowing

1. Students can borrow books from the school library. Reference books, magazines, dictionaries, and newspapers may not be taken from the library except by special permission from the librarian.
2. Fines will be charged for every book lost or not returned by a student.
3. All accounts must be settled with the librarian before report cards are issued at the end of the semester.

LOCKERS

Lockers will be provided for the students. Each student is responsible for locker neatness and care. Lockers are the property of the school and are provided to the students without charge. School authorities for any reason may conduct periodic general inspections of lockers at any time without notice, without student consent, and without a search warrant. Only combination locks are permitted. **All students are required to supply their own separate lock for their physical education locker.** Be aware, if students do not have a lock on their locker, the school **will not** be responsible for lost or stolen items. **Do not bring valuable personal property or large amounts of cash to school. Secure all valuables in your assigned locker and do NOT leave your valuables on the bleachers. The school MAY not be able to retrieve your lost property. Do not store valuables in P.E. lockers.** It is the responsibility of all students to see that their names are clearly and conspicuously printed in ink on each of their books and on other supplies and equipment. It is difficult to assist students in regaining lost property when the items are not properly identified and secured.

The rules and regulations to be observed in connection with lockers are as follows:

1. Students will not have enough time to go to their lockers after each period. It may be necessary to carry their PE attire and books for more than one class.
2. Tardiness, as a result of a trip to one's locker, is unexcused.
3. Students should not use any locker other than their own. Students should keep their combination confidential.

4. Students are to keep their lockers locked at all times. Large sums of money or valuable materials are not to be kept in lockers. The school is **NOT** responsible for losses.
5. Students should keep their lockers neat and orderly.
6. Students should report locker difficulties to the appropriate assistant/associate principal.
7. A student who damages school property will be required to reimburse the school.
8. Personal possessions must be removed at the end of each school year. School personnel will clean lockers and dispose of items left in lockers.

LOST/STOLEN/DAMAGED PROPERTY

The "Lost and Found" is located in the main office. Lost articles and books are to be turned into the office. Please print your name in your coats, jackets, P.E. clothes, and other personal belongings. Unclaimed items may be disposed of at the end of the week. Students are responsible for their own personal belongings and are discouraged from wearing or bringing expensive items to school. Again, T.P.S. is **NOT** responsible for missing, lost, or stolen items. I can see the worse in you and still believe the best for you

ONLINE COURSES

A limited number of online courses are offered to students who need to recover credits*. Check with your counselor for additional information.

PHOTOGRAPHS OR VIDEOS OF STUDENTS

In order for the school to publish a picture with a student identified by name, one of the student's parents or guardians must sign a consent form. This form will be sent home with your child during the first week of school in September. Please complete, sign, and return the form to your first period teacher. The consent may be revoked at any time by notifying the principal in writing.

PHYSICAL RESTRAINT

Any school employee may, within the scope of the employee's duties, use and apply physical restraint to a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove from a specific location, including from a classroom or other property, a student refusing a lawful command of a school employee in order to restore order or impose disciplinary measures.
5. Restrain an irrational student.
6. Special rules apply to constraint of students with disabilities.

POSTERS

Before posters may be put up, they must be approved by an administrator. All posters must meet the same requirement of propriety as is expected in all school endeavors.

PROMOTION STANDARDS - CHANCELLOR'S REGULATION A-501 (see attachments)

High School Graduation Policy

Promotional criteria for high school students differs depending on the academic year that a student started high school. It is best that you visit the NYC Department of Education's site to get a holistic view of the requirements for earning a high school diploma. It is the ultimate responsibility of the student to stay abreast and be "in the know" with ongoing changes by keeping the communication line open with their guidance counselor.

TO EARN A HIGH SCHOOL DIPLOMA YOU NEED TO HAVE 44 CREDITS plus 5 REGENTS EXAMS - PASSED

High School students are required to take regents Exams for a Regents Diploma or Advanced Regents Diploma.

9th Grade Regents

Living Environment, Integrated Algebra (80% or above)

10th Grade Regents

Global History, Geometry, * Science (Chemistry/Earth Science)

11th Grade Regents

English (75% or above), Integrated Algebra II, U.S. History & government, * Physics

12th Grade Regents

Foreign Language, Advanced Placement Exams

Because our goal is for **ALL** to succeed, we have put together a year-by-year tracker for all students to use. Please be advised that your counselor will provide you with the tracker below and will meet with you throughout the school year to support your academic progress. See tracker below.

Diploma Requirements Worksheet

Name: _____

Year Entered in Ninth Grade: _____



OSIS#: _____

Date of Expected Graduation: _____

Counselor(s): _____

Official Classes: _____

Promotion Requirements: Number of credits for student to be promoted to:

10th grade: minimum 11 (plus two regents exams passed: Integrated Algebra and Living Environment)

11th grade: minimum 22 (including 4 in English and/or ESL and 4 in Social Studies plus regents)

12th grade: minimum 33 (plus regents)

| SUBJECT AREA | REQUIREMENTS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
|--|--------------|---|---|---|---|---|---|---|---|-------|
| English | 8 | | | | | | | | | |
| History | 8 | | | | | | | | | |
| Mathematics | 6 | | | | | | | | | |
| Science | 6 | | | | | | | | | |
| Second Language | 2** | | | | | | | | | |
| Visual Art, Music, Dance and/or Theater | 2 | | | | | | | | | |
| Health | 1 | | | | | | | | | |
| Physical Education | 4 | | | | | | | | | |
| Electives*: (if you are attempting to earn an Advanced Diploma, then you only need 3 elective credits) | 7 | | | | | | | | | |
| Other: | | | | | | | | | | |

** Students earning an Advanced Regents Diploma are required to earn six (6) credits in a language other than English.

Regents Examination Requirements (grades on exams):

| | | | | |
|----------|-------|-----------------|---------------|----------|
| Science: | Math: | Global History: | U.S. History: | English: |
|----------|-------|-----------------|---------------|----------|

Advanced Regents Examination Requirements (grades on exams):

Advanced Regents Diploma (In addition to the requirements for a Regents Diploma, student must score 65 or above on the Regents below.)

| | | | |
|----------|-------|-------------------|--------|
| Science: | Math: | Foreign Language: | Other: |
|----------|-------|-------------------|--------|

Attendance Requirements: at least 90%

| 9 th Year (Freshman) | 10 th Year (Sophomore) |
|---------------------------------|-----------------------------------|
| # of Days Present: | # of Days Present: |
| # of Days Absent: | # of Days Absent: |

Attendance Requirements: at least 90%

| 11 th Year (Junior) | 12 th Year (Senior) |
|--------------------------------|--------------------------------|
| # of Days Present: | # of Days Present: |
| # of Days Absent: | # of Days Absent: |

Please Note: This worksheet should be used in conjunction with the appropriate card detailing graduation requirements.

Created by Ms. Backer

RESTROOM

Bathroom passes are only issued to students ten (10) minutes after the late bell rings and ten (10) minutes before the end of the period. Only one student will be allowed to leave the room at a time. We ask that students refer to the restroom bell schedule.

SCHOOL ACTIVITIES/ORGANIZATIONS

To join a club, simply see the advisor of the club and sign up. Students must be in good standing academically and behaviorally. Also, students should not have any infraction points.

List of Clubs and Teams:

Volleyball (Lady Tigers)
Double Dutch Club
National Honor Society (HS)
Art Club

Basketball (boys/girls -Tigers)
Cheerleading
H.S. Yearbook Club
For other clubs, listen for announcements

SCHOOL AND STATE EXAMS CALENDAR 2022-2023

See the last page for a tentative school year calendar. The citywide calendar is available on the Internet [2022-2023 School Year Calendar \(nyc.gov\)](#).

| DATES | WEEKDAYS | NOTES |
|--------------------------------|-------------------------|---|
| September 8 | Thursday | First full day of school |
| September 26 – 27 | Monday – Tuesday | Rosh Hashanah, schools closed |
| September 29 | Thursday | Evening parent teacher conferences for high schools, K-12, and 6-12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| October 5 | Wednesday | Yom Kippur, schools closed |
| October 10 | Monday | Italian Heritage/Indigenous People's Day (School closed) |
| November 8 | Tuesday | Election Day, fully remote instructional day for all students |
| November 11 | Friday | Veterans Day, schools closed |
| November 17 | Thursday | Evening parent teacher conferences for high schools, K-12, and 6-12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| November 18 | Friday | Afternoon parent teacher conferences for high schools, K-12, and 6-12 schools; students in these schools dismissed three hours early. (12:30 p.m. to 2:40 p.m.) |
| November 24 – 25 | Thursday–Friday | Thanksgiving Recess, schools closed |
| December 26 – January 2 | Monday–following Monday | Winter Recess, schools closed |
| January 16 | Monday | Rev. Dr. Martin Luther King Jr. Day, schools closed |
| January 24 – 27 | Tuesday– Friday | Regents Administration |
| January 30 | Monday | Professional Development Day for 9–12 and 6–12 schools in Districts 1–32 only; students in these schools do not attend. |
| January 31 | Tuesday | High School Classes resume – Start of Second Semester |
| February 20 – 24 | Monday–Friday | Midwinter Recess (includes Presidents' Day and Lincoln's Birthday), schools closed |
| March 23 | Thursday | Evening parent teacher conferences for high schools, K-12, and 6-12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| March 24 | Friday | Afternoon parent teacher conferences for high schools, K-12, and 6-12 schools; students in these schools dismissed three hours early. (12:30 p.m. to 2:40 p.m.) |
| April 6 | Thursday | First Day of Passover, schools closed |
| April 7 | Friday | Second Day of Passover – Good Friday, schools closed |
| April 10 – 14 | Monday–Friday | Spring Recess, schools closed |
| April 21 | Friday | Eid Al-Fitr, schools closed |
| May 18 | Thursday | Evening parent teacher conferences for high schools, K-12, and 6-12 schools. Evening (5:00 p.m. to 8:30 p.m.) |
| May 29 | Monday | Memorial Day, schools closed |
| June 8 | Thursday | Anniversary Day. Chancellor's Conference Day for staff development. Students not in attendance. |
| June 14 – 23 | Wednesday–Friday | Regents Administration |
| June 19 | Monday | Juneteenth (School closed) |
| June 27 | Tuesday | Last day of school for all students. |

SEARCHES AND INTERROGATIONS

Administrators and teachers have the right to question students regarding their conduct or the conduct of others. The nature of school makes all staff responsible for maintaining an environment of respect and orderliness. Students are expected to respond to questions honestly and promptly. Every effort will be made to conduct serious inquiries privately, away from peers.

School officials may search a student or a student's property with reasonable suspicion or upon obtaining the student's free and voluntary consent. Vehicles on school property are also subject to search. Areas such as lockers, which are owned by the school, may be searched if reasonable cause exists to believe that contraband is inside the locker. While in the school, searches need not be based on a warrant or probable cause, but rather on the likely hood that a student would commit the related crime.

Police are not allowed to interrogate a minor unless a guardian ad-lidum, family attorney, or parent is present. Any confession obtained from hours of grilling, extremely long interrogations, or multiple interrogations one after another, is inadmissible. Also, it is illegal for police to use force as a means of interrogation, and grounds for criminal charges. Juveniles are entitled to all fourteenth amendment rights of adults, including Miranda Rights.

A search of a student by a school official is allowed if there is reasonable suspicion to suspect that the search will reveal material or information indicating violation of policy or law. The search will generally be conducted by an adult of the same sex as the student. An adult witness must be present for all searches. Prior to conducting a personal search of a student, other than to obtain possession of a weapon, dangerous object, or other contraband such as illegal drugs or alcohol, a reasonable effort shall be made to inform the student's parent/guardian.

Students shall not place, keep, or maintain any article or material in school-owned lockers that is forbidden by District policy or that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-sponsored function.

SPECIALIZED PROGRAMS

There are two specialized programs at TPS. The Art Centered Program and Teach For Tomorrow. Ninth grade students in good standing have an opportunity to apply for one of these programs at the end of their freshman year. Please see a program coordinators for more information.

SUPPLIES LIST

In order for students to function and be organized, we have made up a general list of supplies that are needed: folders, composition notebooks, ruler, pens, pencils, calculator, protractor, compass, and loose leaf. See your teachers for additional supplies required. All students should have their supplies on the first day of school. Parents, please to see it that your child is ready for school on a daily basis to receive instruction.

SURVEILLANCE CAMERA

Students, be aware that this building has surveillance cameras. You need to be mindful of your actions throughout the school building and around the perimeter of the school. All actions are recorded and can be viewed.

SUSPENSION

Students on Principal or Superintendent Suspension are excluded from **ALL** school functions and extracurricular activities. Students on Principal suspension will be required to come to school for two hours at the time specified by an administrator with dress code and prepared to do all classwork or exams collected from their teachers. On or off school infractions will be dealt with accordingly.

TEXTBOOKS

Each student shall be responsible to their teacher for all textbooks not returned. They are also responsible for the condition of the textbooks. A student must:

1. Enter his or her name into the textbook.
2. Put no additional marks in the textbook.
3. Report a lost textbook immediately to the teacher or an administrator and make arrangements to pay for it.
4. After a student pays for the lost textbook, the teacher will issue another book to the student. The student may receive a refund for the lost book once it is located provided the student can produce a receipt that he/she paid for the textbook. At the end of the school year, the student must return the books issued or pay for each lost book and/or pay for damages to the book.
5. Textbooks will not be loaned for the summer. Failing to return all books shall forfeit the right to free textbooks until the books previously issued, but not returned, are paid for by the parent/guardian.
6. Clearance of textbooks must be done prior to receiving report card and or diplomas.

TUTORING (VIRTUAL)

New at TPS - This school year, we have partnered with Upchieve to provide virtual tutoring for our scholars. This is a great opportunity for our students to receive additional academic support. Please the link to watch a video that will explain how to create an account and log in and connecting with a tutor. <https://youtu.be/r86QzemZn7M>

Watch this testimonial from a student who have benefitted from Upchieve: <https://youtu.be/zlxwGBg4fqU>

Sign up here: [UPchieve: Free Online Tutoring and College Counseling](#)

TRANSPORTATION PASS

Transportation passes are distributed to students in the months of September and February. Students bear in mind that we can only provide you with a Metro Card only if and when the Port Authority sends us the updated information.

VISITORS

Persons with official business are permitted on the school campus. Anyone visiting the school must sign in at the security desk. Non-students, such as friends from other schools or little brothers or sisters, may not be brought to school. Unauthorized visitors may have charges of trespassing filed against them. **When families exhibit behaviors that are not conducive to our school environment, they will be given a "Limited Access" letter.**

WHERE TO GO FOR STUDENT SERVICE

Students need to refer to the list below if they require services.

WHERE DO I GO...?

| <i>IF I:</i> | | <i>RM</i> |
|---|--|--------------|
| need to speak to an administrator | Principal: Mr. V. Dye (I.A) Assistant Principals: Ms. F. Backer | 214 309 |
| need to pick up or submit a lunch application | Ms. R. Rudder/Ms. Cook | 115/117 |
| need transportation pass (metro card) | Ms. Backer | 309 |
| need to submit proof of immunization/ must update my health or medical records | Ms. R. Rudder/Ms. Cook | 115/117 |
| need an identification card | Ms. R. Rudder/Ms. Cook | 115/117 |
| need working papers | See your counselor or Ms. Cook | |
| lost something (school has no lost and found) | You <i>may</i> check with a staff in the Main Office | 209 |
| need a book clearance or need to pay for a lost book | Ms. F. Backer | 309 |
| am not feeling well | Ms. R. Mitchell | 118 |
| have attendance issues | Ms. M. Dewberry (Main Office) | 209 |
| must update my home address/phone number | Ms. T. Cooper / Ms. M. Dewberry (Main Office) | 209 |
| need a copy of my transcript/report card/lost or need to correct my program card (grades 9 & 12) | Mr. C. Argento | 206 |
| need a copy of my transcript/report card/lost or need to correct my program card (grades 10 & 11) | Ms. S. Montgomery | 310 |
| need information about college, careers and scholarships | Ms. S. Montgomery/Mr. C. Argento | 310/206 |
| need info on Special Education | Ms. S. Mc Koy | 210/301 |
| need info on IEP | Ms. S. Fearon | 212 |
| need to know about H.S. activities | Ms. J. Jacques & Mr. J. Coppi | 302/308 |
| need to know about school athletic programs/PSAL | Mr. Lissone | 303 |
| Question about mandated Counseling? | Ms. S. Montgomery/ Mr. W. Glaude/ Ms. E. Pierre | 310/115/208F |
| need information about NHS | Ms. P. Fuller | 211 |
| need information about Teaching Program | Ms. J. Fearon-Weekes | 208B |
| need information about Arts Centered Program | Mr. J. Coppi | 308 |
| need more information about ENL | Ms. O. Fundi | 307 |
| need a progress report or have an issue | See your counselor | |
| have concerns or need information about community outreach | Ms. T. Cooper | 209 |
| need uniform/dress code information | Ms. T. Cooper | 209 |
| need the custodian | Mr. D. Feliciano | 116 |
| need to contact school safety | Main Lobby | 104 |

TPS does not have a lost and found. If a good soldier finds something and returns it to the main office, that would be awesome and we encourage that. It is not a guaranteed.

Dear Parents,

The following document contains guidelines for the exclusion of students from Prom or Graduation Ceremonies. In rare cases, school administrators may prohibit students from attending Prom or Graduation Ceremonies, and parents should be aware of the exclusion guidelines. The month of June is filled with many wonderful school events and ceremonies-it is important that they be kept safe and joyous.

When would a student be prohibited from Prom or Graduation Ceremonies?

Students may be prohibited from attending a prom or graduation ceremony when he or she poses a real threat of violence or disruption to the event. A student may also be barred from a prom or graduation when his or her conduct has been particularly egregious, and when the student has previously been advised of the exclusion in writing. For example, students who vandalized school buses have been excluded from their graduation ceremony when they had already been notified that such misconduct could result in exclusion. Students who are already on suspension at the time of the prom or graduation may also be prohibited from attending the events, but the exclusion must be proportionate to the infraction committed.

What considerations might be made when deciding to prohibit a student from Prom or Graduation Ceremonies?

In considering whether to exclude students from such one-time events, school administrators consider whether the punishment will further the school's educational goals. Students may only be prohibited for a specific offense—not a general attitude or feeling.

What responsibilities does the school have when prohibiting students from Prom or Graduation Ceremonies?

All decisions must be fair, and students must be properly notified by their schools. Schools should disseminate guidelines for prom or graduation ceremonies to students and their parents in advance. When exclusion from a prom or graduation is being considered, schools should give the student and his or her parents an opportunity to discuss the underlying facts and the potential disciplinary action before any measures are taken. Since attendance at a senior trip, prom or graduation ceremony is a privilege, not a right, a full hearing may not be necessary in making the decision.

What responsibilities does the student have?

Students must comply with all school rules and procedures at all times whether in the school building and all Chancellor's Regulations and the Students' Bill of Rights.

What responsibilities does the parent have?

Parents must comply with all school rules and procedures at all times whether in the school building and all Chancellor's Regulations and the Parents' Bill of Rights.

If you have any questions regarding these issues, please contact the Office for Family Engagement and Advocacy office.

COURSE BY DEPARTMENT

The list below does not reflect all of the courses offered at Teachers Prep.

ENGLISH

English Grade 9

A two-semester course

In this course, students gain basic skills in composition, grammar, literature, and vocabulary. Instruction in composition includes formulating a thesis statement and mastering the five-paragraph essay. An introduction to research methods and MLA format is also included. Opportunities for writing include expository essays, persuasive essays, descriptive essays, narratives, and creative writing. The proper use of grammar is emphasized as a component of composition instruction. Instruction in literature includes basic elements such as theme, plot, character, and setting, as well as literary techniques and styles. Short stories, plays, novels, and poetry are analyzed, as literature and composition are blended throughout the course. Regular vocabulary and spelling lessons are administered.

English Grade 10

A two-semester course

This course builds upon the composition, grammar, literature, and vocabulary skills acquired in the freshman year. A variety of compositions, including both expository and persuasive essays, will be written. Compositions instruction emphasizes the writing process, and includes a major research project, with an emphasis on research methods and skills. The proper use of grammar is emphasized through formal lessons and as a component of composition instruction. Instruction in literature includes a variety of works and genres. Vocabulary, including lessons focusing on Greek and Latin roots, is studied throughout the year.

English Grade 11

A two-semester course

The main focus of this course is the reading and analysis of our American literary heritage from its beginnings to the present, emphasizing outstanding figures and works of recognized quality for analysis and enrichment. Composition work includes exposition, argumentation, literary analysis, and the personal essay. Research methods and skills are reinforced. Fulfillment of writing assignments in this course requires significantly more work than in English 035, with a greater emphasis placed on style and depth. In addition, a unit of study within the course is devoted to developing test-taking strategies designed to maximize the students' scores on the verbal section of the SAT. This course is advanced and is recommended for highly motivated students with strong study skills. Students taking this course will have the option of taking the AP English Language and Composition exam in May.

English Grade 12

A two-semester course

The main focus of this course is the reading and analysis of the British and world literature from its beginnings to the present, emphasizing outstanding figures and works of recognized quality for analysis and enrichment. Composition work includes exposition, argumentation, literary analysis, and the personal essay. Research methods and skills are reinforced, and all students are required to write at least two research papers. Public speaking skills are also reinforced through both formal and extemporaneous student presentations and speeches.

Advanced Placement English – Literature & Composition

Approval required.

The main focus of this course is the reading and analysis of both classic and contemporary literature, emphasizing outstanding authors and major works in all genres. Research methods and skills are reinforced, and all students are required to write two major research papers. Classes are conducted seminar-style, and active class participation on a consistent basis is expected. This course is advanced and is recommended for highly motivated students with strong study skills. Students in this course are required to take the AP exam in May.

Additional course: *Creative Writing and Research (grades 9-12)*

FOREIGN LANGUAGE

SPANISH

The study of foreign language requires a developmental approach and implies a progressive acquisition of linguistic skill. The values gained from learning a language will be related to the amount of time and effort devoted to it. The study of another language usually brings about a gradually expanding and deepening knowledge of the country, people, geography, history, social institutions, and culture of the people who speak the particular language. Consequently, we acquire a better perspective on our own culture.

Spanish I

A one-semester course

This course is open to freshmen who have had no previous instruction in the language or who are not prepared to handle Span. II. This introductory Spanish course focuses on developing understanding, speaking, reading, and writing skills.

Spanish II

A one-semester course

This course is open to students who have completed Spanish I.

This is a continuation of Spanish study, in which the four language skills of understanding, speaking, reading, and writing will be creatively used for communication, learning, and personal enrichment. The course will pursue a deeper understanding of the basic behavioral and cultural patterns of other lands.

Spanish III - VI

This course is open to students who have completed Spanish I.

This is a continuation of Spanish study, in which the four language skills of understanding, speaking, reading, and writing will be creatively used for communication, learning, and personal enrichment. The course will pursue a deeper understanding of the basic behavioral and cultural patterns of other lands.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Health classes do not satisfy the Physical Education requirement

Health

A one-semester course

This course, required for graduation, is open to juniors and seniors. Some of the topics covered in this course include the following: Alcohol, Communicable and Noncommunicable Diseases, First Aid, Holistic Health, Mental Health, Substance Use and Abuse.

Physical Education

This course is required of all students. High school students should see their counselors for number of credits required for graduation. This course builds individual and team-sports skills in basketball, volleyball, track and field, modern dance, etc. It also introduces the student to the various physical skills that develop coordination and dexterity: fitness, gymnastics, etc. We evaluate our freshman students according to the National Standards provides valuable information on each student's current fitness level. The fitness tests given annually September through November include the mile run (cardiovascular endurance), sit-ups for one minute (muscular endurance), sit and reach (flexibility), and pushups for one minute (muscular strength).

Weight Training

Students will learn about the physical development of their body through the use of weights. This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Dance

Dance investigates multiple styles throughout the school year. Fall term explores principles of design and basic dance vocabulary integrated into fitness training. Fitness is key in successfully completing the state mandated fitness-gram as well as supporting the students' core as dancers. Improvisation, choreography, modern, jazz, as well as elements of hip-hop and West African Dance are integrated into the dance curriculum.

Yoga

A class linking breath with movement promoting mindful harmony of mind, body and spirit. It also reduces physical & emotional effects of stress. The result is relaxation, greater mental clarity, improved alignment and physical freedom. Breath work is included. Learn breath and body awareness, optimal posture and body mechanics. Focus on correct positioning of basic yoga poses to strengthen lower back, abdominal muscles, legs and upper body. Students experience the meditative benefits of yoga through linking of breath with movement. This class promotes balance, flexibility, and stress reduction.

Double Dutch

It is designed to improve athletic performance and fitness conditioning. Students are taught Double Dutch free styles tricks and techniques. Speed drill techniques along with core exercise are incorporated in the Double Dutch workout. This course is intense and challenging; but a lot of fun.

Ballet

A basic class that introduces the student to the elementary positions of classical ballet. Classes are slow and thorough to ensure proper alignment. This class is geared toward students with little or no ballet training and toward those students who would like to fill the gaps in their knowledge of classical technique. The concentration is on teaching students correct alignment, ballet positions and steps and exploring efficient movement values.

MATHEMATICS

Integrated Algebra 1

A two-semester course

This course is required for ninth-graders. This course integrates the various branches of mathematics presenting concepts both algebraically and geometrically. Included are topics from statistics, probability, and logic. Students take the Algebra 1 Regents exam in June.

Geometry

A two-semester course

This course is required for sophomores. This is a regents course that integrates the various branches of mathematics. Included are topics from logic, mathematical systems, Euclidian geometry, analytic geometry, solutions of quadratic equations and probability, permutation and combinations. Students take the Integrated Geometry Regents exam in June.

Algebra 2/Trigonometry

A two-semester course

This course is required for juniors who have not completed Algebra 2.

This is a Regents course. The topics of the course include algebra, linear equations, matrices, quadratic equations, logarithmic functions, trigonometry, and other related topics. Students take the Integrated Algebra 2 Regents exam in June.

AP Calculus

A two-semester course (course offering is limited)

This course is open to juniors and seniors. It requires departmental approval. The course requires that students have taken Algebra 2/Trig. The course is designed for those who will study mathematics, science, and related fields in college. Areas covered are limits, conics, functions, parameter equations, polar coordinates, and elementary differentiation. All the essential background material needed for a college calculus course will be reviewed. If time permits, elementary integration will also be covered.

SAT Math

This SAT math course will familiarize students with the format of the SAT and teach testing techniques and strategies. Diagnostic tests will be given to determine student's level. Classes will consist of timed practice test, discussions of any questions the students have about problems they could not successfully work. There will be a comprehensive review of basic mathematics, algebra and geometry concepts with appropriate homework assigned. Homework questions will also be addressed.

Pre-Calculus (course offering is limited)

Requires departmental approval. This course is a summer institute for all students who have taken and passed algebra 2/trigonometry class and regents. It is in preparation of the AP calculus class.

SOCIAL STUDIES

The emphasis of this two-year program is to help students gain a global view of humankind's development from earliest civilizations to the present. A comprehensive final exam is required at the end of Global History I; a Regents Examination is required at the completion of Global History II.

Global History I & II

A full year course

This course is the standard course for freshmen. The emphasis of this course is to gain a global view of humankind's development from the earliest civilizations of Egypt, Mesopotamia, China, and India to the beginning of Modern European history (circa 10,000 B.C. - 1700 A.D.).

Global History III & IV

A full year course

This course is the standard course for sophomores. The emphasis of this Regents course is the study of the development of the modern world from the Enlightenment to the present. Concepts such as revolution, imperialism, nationalism, socialism, communism, and war in the Western and non-Western world will be investigated.

United States History and Government

A full year course

This course is the standard course for juniors. The course is designed to enable students to explore the past history of the United States from the founding of the Republic to the present. It will focus attention on significant political, economic, and social developments from both a chronological and conceptual approach. The role of the United States as a nation in a world community will be presented through our domestic and foreign policies. Stress will be placed upon the critical analysis of these events.

Economics (Required for all seniors)

A one-semester course

This course is an introduction to economic concepts, theories, and practices. Topics include comparative economic systems, price and wage determination, business organization, labor organization, economic performance, income distribution, business cycles, money, banking, Federal Reserve policy, public finance, and international trade and finance.

Participation in Government (Required for all seniors)

A one-semester course

This one-semester course is a survey of the events, issues, and individuals that have shaped American government. It includes a survey of the historical underpinnings of our government, as well as a detailed analysis of the Constitution and the evolution of party politics, executive power, popular democracy, and our system of checks and balances. All three branches of the government will be studied in depth. This course fulfills government education requirement required by the state of Ohio.

Additional courses: *World Geography and Culture (9th grade), Mass Democracy and Human Rights (10th grade), Politics of Civil Rights Movement in the US (11th grade), and Comparative Administration (12th grade)*

SCIENCE DEPARTMENT

Living Environment

A two-semester course

This is a Regents course presenting a modern view of current biological theories and their relationship to experimental information. Areas of study include modern cell theory, evolution, bio-chemistry, physiology, anatomy, and current developments in the life sciences, especially in the fields of ecology and environmental science. Laboratory work is an integral part of the course, which fosters student inquiry and acquisition of essential skills and techniques. All students take the Regents exam in June.

Earth Science

A two-semester course

This course will emphasize critical thinking skills so that students may become proficient and creative in their inquiry of science. Beginning with an introduction to the scientific method and inquiry, the course then applies these skills to aspects of chemistry and physics. These disciplines will be covered at a basic level to engage the students and lay the foundations for future study in these disciplines

Environmental Science

A one-semester course

This course is an interdisciplinary academic field that integrates physical, biological and information sciences (including ecology, biology, physics, chemistry, zoology, mineralogy, oceanology, limnology, soil science, geology, atmospheric science, and geodesy) to the study of the environment, and the solution of environmental problems.

Chemistry: Physical Setting

A two-semester course

This Regents course presents a modern view of chemical theory and experimental practice. An integral part of the course will be the application of chemical concepts, calculations, and the observation, recording, and presentation of experimental information gathered through laboratory experiences. The relation of chemical theory to laboratory findings is emphasized. Laboratory work is designed to encourage students to perceive scientific relationships through personal experience and to acquire essential skills and techniques.

Physics: Physical Setting

A two-semester course

This course is open to seniors and juniors who are enrolled in their third year of mathematics. This course is a basic Physics course that presents the fundamental concepts of classical and modern physics for high school students. This work includes extensive practice in appropriate mathematical methods and mandatory laboratory work that is integral to the course of study. The course provides practice in the use of the scientific method that is needed to succeed in a first-year college science course. Outcomes will include advancement in techniques of problem solving and laboratory work and development of critical thinking skills. The major units of study are mechanics, energy, waves and sound, light and optics, electricity and magnetism, and modern physics.

Forensic Science

This course is a survey course exploring the ever-evolving scientific techniques used in forensics. Forensic Science is a multidisciplinary course centered in the scientific method. Coursework will be developed around a set of process-oriented, student-centered investigations in the lab.

ELECTIVES

Chess

Great chess players are great thinkers. Chess is the classic game that develops spatial thinking and strategies and builds

focused concentration. Taught by a certified chess instructor, the class is geared for all levels of chess players. Beginners learn basic game rules and opening tactic moves. Intermediate and advanced players learn sophisticated combinations and strategies and advanced opening moves. It includes lectures and discussions of the three phases of chess: opening, middle game and end game. Practical decision-making will be addressed. Each Class emphasizes understanding rather than rote memorization of chess concepts.

Debate

The special skills of critical thinking and reasoning are an important part of daily reactions to what you hear, think, and read. This elective course is designed to present you with a set of systematic strategies which should increase your abilities to react critically and to form arguments. Arguers seek to gain the acceptance of others for their point of view. This class will help you to learn the art of asking the "right" questions, including right questions about your own thoughts. You will learn the art of mustering reasons, of obtaining useful data, of pinpointing the real issue and noticing when an arguer evades it, and of offering critical opinions based on those evaluations. Critical thinking isn't just an art; it is a disposition and a commitment. This course is especially appropriate for students who are interested in careers in law, public service, education, the ministry, or any position requiring leadership and advocacy activities. Strategies for advocating and arguing positions will be honed as we examine reasoning in speeches, conversations, essays, and group deliberations.

GK12 Science Research

A class that reveals how to do science projects using the scientific method. The scientific method is explained by applying the scientific method to an example of a science project including many science research methods - the hypothesis, a description of the equipment, experimental procedures, etc. The six steps of the scientific method are fully described.

Introduction to Social Media

This cutting-edge course develops social media skills and knowledge that will have a practical and positive impact in helping your high school students succeed in today's economy. Of course, they already engage in social media, but this course enhances their skills and knowledge in order to apply them in a practical way in their careers. Online discussions are a critical aspect of creating a collaborative learning environment, while games and other interactions ensure engagement and promote a strong career orientation.

Music Appreciation

In a time of an increasing emphasis on STEM courses and skills, it remains essential to provide your students with opportunities to explore the arts from both an informational and career-oriented perspective. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations, and the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

Art History & Appreciation

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

African American Studies

This semester-long course traces the experiences of Africans in the Americas from 1500 to the present day. In this course, students will explore history, politics, and culture. Although the course proceeds in chronological order, lessons are also grouped by themes and trends in African American history. Therefore, some time periods and important people are featured in more than one lesson.

Introduction to Fashion Design

From Components of Fashion to Haute Couture to Production, this course is focused on the practical aspects of career preparation in the fashion design industry. The 17 lessons in the course provide students with both breadth and depth, as they explore the full gamut of relevant topics in fashion design. Online discussions and course activities require students to develop and apply critical thinking skills while the included games appeal to a variety of learning styles and keep students engaged. Fascinating and practical, Introduction to Fashion design will appeal to, and enrich, many of your students.

Introduction to World Religions

Introduction to World Religions is a one-semester course with 14 lessons that discuss the origins, beliefs, and practices related to various world religions. The target audience for this course is high school students. This course covers subject areas such as: primal religious traditions, sacred stories, Hinduism, Buddhism, Judaism, Christianity, Islam, contemporary religious movements, and many more.

Nutrition & Wellness

This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards to help students prepare for entry into a wide range of careers and/or into postsecondary education.

Personal Finance/Financial Wellness

Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance.

Social Issues

Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, and many more.

Introduction to Philosophy

This Elective course provides students an introduction to the field of philosophy and its great, timeless questions. Students explore the origin and evolution of philosophy as a discipline and learn about the times, lives, and intellectual contributions of essential philosophers.

Introduction to Forensic Science

This course is designed to introduce students to the importance and limitations of forensic science and explore different career options in this field. They also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA samples. Moreover, they learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.

Introduction to Archaeology

Introduction to Archaeology is a one-semester course with 14 lessons that discuss the work and techniques involved in archaeology, and the prospects of an archaeologist. This course covers subject areas such as: history of modern archaeology, discoveries in archaeology, careers in archaeology, research techniques, evidence, site excavation, and many more.

Introduction to Astronomy

Introduction to Astronomy is a one-semester course with 17 lessons that cover a wide range of topics, such as the solar system, planets, stars, asteroids, comets, galaxies, space exploration, and theories of cosmology. The target audience for this course is high school students.

Academic Success

As in other areas of life, success in academics results from learning and practicing positive habits. This one-semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

Personal & Family Finance

How do personal financial habits affect students' financial futures? How can they make smart decisions with money in the areas of saving, spending, and investing? This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students learn about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

Peer Counseling

Helping people achieve their goals is one of the most rewarding of human experiences. Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information. This course explains the role of a peer counselor, teaches the observation, listening, and emphatic communication skills that counselors need, and provides basic training in conflict resolution, and group leadership. Not only will this course prepare you for working as a peer counselor, but the skills taught will enhance your ability to communicate effectively in your personal and work relationships.

Music Appreciation: The Enjoyment of Listening

Music is part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course provides students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st Century. Students acquire basic knowledge and listening skills, making their future music experiences more informed and enriching.

See attachments for additional promotional criteria. The worksheet is for you to use to track your high school progress.

ONWARD TO SUCCESS!



success

GO TIGERS!

