

SOF DISCIPLINE POLICY

At School of the Future, we believe that disciplinary responses should support students in their ability to function successfully in our community. We recognize the need for consequences and believe they can be coupled with restorative interventions to foster positive experiences for students, teachers and the community. It is our goal to set clear and specific expectations and provide adequate supports that allow our students to contribute to a community that values empathy, diversity, and consistent academic effort.

TIER 1 BEHAVIORS	TIER 2 BEHAVIORS	TIER 3 BEHAVIORS
<ul style="list-style-type: none"> • Talking out of turn/interrupting when others are talking • Attitude/disrespectful tone • Arguing with students or teachers • Cursing • Lateness (relative to rest of class) • Refusal to do work/participate/follow instruction • Using phone in school • Extended bathroom/hallway trips • Rough-housing in halls or class 	<ul style="list-style-type: none"> • Continued or persistent Tier 1 behaviors • Teasing/offensive language/expression directed at another person (repeated acts are classified as Tier 3) • Leaving class without permission • Refusal to turn over phone to teacher after improper use. • Cheating/academic dishonesty 	<ul style="list-style-type: none"> • Physical aggression toward another person • Threatening another person with violence • Cutting school or class • Bullying/cyberbullying • Sexual Harassment/misconduct • Drug use • Possession of a weapon/prohibited item • Defacing school property/Vandalism
POSSIBLE INTERVENTIONS (provided by classroom teacher)	POSSIBLE INTERVENTIONS (provided by classroom teacher or admin.)	POSSIBLE INTERVENTIONS (provided by administration)
<ul style="list-style-type: none"> ○ Change seating arrangement. ○ Give verbal/visual warnings. ○ Speak with student out in the hallway. ○ Hold the student after class, at lunch or after school to have a restorative conversation. ○ Make phone calls home. ○ Loss of out lunch. ○ Student reflects on how their behavior affects the community (in writing or conversation). ○ Student writes letter of apology. ○ Student agrees to do community service in relation to the offense (i.e. cleaning tables, putting up chairs, making copies, organizing materials, etc.). 	<ul style="list-style-type: none"> ○ Hold the student after class, at lunch or after school to have a restorative conversation with teacher. ○ Restorative circle. ○ Make phone calls home. ○ Gather team for a restorative conference with student (including a plan to check in with student a few weeks later). ○ Call parent/guardian in for a restorative conference. ○ Student creates lesson to teach class or advisory connected to behaviors. ○ Student does community service in school. ○ Student does research and creates a project instructing other students about the effects of their offense. ○ Dean's Referral ○ Behavior Intervention Plans 	<ul style="list-style-type: none"> ○ Immediate Dean's Referral and removal from class. ○ Suspension. ○ Loss of community activity/event. ○ Student does community service with younger students. ○ Student does research and creates a project instructing other students about the effect. ○ Parent contact/meeting. ○ Restorative circle. ○ Restorative conference.
POSSIBLE STEPS (provided by classroom teacher)	POSSIBLE STEPS (provided by classroom teacher or admin.)	POSSIBLE STEPS (provided by administration)
<ul style="list-style-type: none"> ▪ Teacher provides intervention. ▪ Teacher calls home. ▪ Teacher logs anecdotal and interventions in Skedula. 	<ul style="list-style-type: none"> ▪ Teacher provides intervention. ▪ For chronic behavior, teacher provides alternative intervention. ▪ Teacher refers student to administration. ▪ Teacher logs anecdotal and interventions in Skedula. ▪ Teacher and administration agree upon appropriate intervention. 	<ul style="list-style-type: none"> ▪ Teacher refers student to the Dean's Office. ▪ Teacher logs anecdotal and interventions in Skedula. ▪ Administration administers appropriate interventions. ▪ Administration contacts guardians. ▪ Dean logs incident in OORS, etc.

SELECT SOF PROCEDURES

BUILDING ENTRANCE – BEFORE SCHOOL:

- Do not block the entrance of the building while waiting with or for friends.
- Do not hang out in the construction zone.
- Please be mindful of other people on the sidewalk. Do not block their path.

BUILDING ENTRANCE – AFTER SCHOOL:

- For safety and legal reasons, the sidewalk immediately in front of the school (both 22nd Street and Lexington Avenue) must be cleared after dismissal. Please do not linger within this zone.
- To be clear of the school zone, you must move to:
 - the corner of 22nd St. & Park Ave.,
 - the corner of 23rd St. & Lexington Ave.
 - the sidewalks on the other side of 22nd St. or Lexington Ave.
- Do not hang out in the construction zone.
- Please be mindful of other people on the sidewalk. Do not block their path.

MORNING ELEVATOR:

In an effort to get everyone where they need to be on time and as efficiently as possible, please note:

- Grades 6-10 use the back elevator.
- Grades 11 and 12, students with elevator passes, and teachers use the front elevator.

LOCKER ROOM:

Please get what you need from your locker quickly and leave the locker room. For safety reasons, no one should hang out down there.

CAFETERIA:

- Find a table and sit as soon as you enter and/or have gone through the lunch line.
- Walk carefully at all times. The cafeteria is crowded.
- Throw away ALL trash in the appropriate bins after you have finished your lunch.
- Remain in your area rather than wander around.

PHONE USE WITHOUT PERMISSION:

- 1st instance – Teacher takes phone and returns it at end of class.
- 2nd instance – Teacher takes phone and returns it at end of day.
- 3rd instance – Mr. Sokol (Dean, rm. 200) takes phone and returns it at 3:45 PM. After 3rd instance, additional measures will be put in place to help student adhere to policy successfully.