



Family Handbook 2020-2021

127 East 22nd Street | New York, NY 10010 | (212) 475-8086 Voice | email | <http://www.sof.edu>

| <u>Primary Contact Information:</u> | <u>Email</u> | <u>Extension</u> |
|---|--|------------------|
| Stacy Goldstein, Principal | sgoldstein@sof.edu | x1005 |
| Katherine Brown, AP | kbrown2@sof.edu | x2104 |
| Tom Sokol, Dean Social Culture | tsokol@sof.edu | x1004 |
| Jaimee Rutman, Parent Coordinator | jrutman@sof.edu | x1001 |
| Maria Vasquez, Pupil Accounting & Immunizations | mvasquez47@schools.nyc.gov | x1004 |
| Yamiley Nelson, Payroll & Transportation | ynelson2@schools.nyc.gov | x1003 |
| Felix Shen, College Advisor | fshen@sof.edu | x6131 |
| Perrin Hill, HS Counselor | phill@sof.edu | x2103 |
| Samantha Shapiro, MS Counselor | sshapiro@sof.edu | x5003 |
| La'Tish Thomas, Social Worker | lthomas@sof.edu | x2241 |
| SOF Safety Desk | | x1000 |
| Michael Wexler, Athletic Director | mwexler@sof.edu | x1092 |

The full contact directory can be found on our website www.sof.edu

Please note that the following COVID-specific procedures will supersede regular procedures (many of which appear in this handbook) in areas where they overlap until further notice. Moreover, they are subject to change as needed in an effort to best uphold health safety best practices.

COVID-SPECIFIC ENTRY, DISMISSAL, AND BUILDING SAFETY PROCEDURES

ENTRY

Students, staff, and visitors must wear face masks at all times upon entry and in the school building. Please maintain a safe distance of at least six feet from others during both line-up outside of the building and inside.

A note on masks: as more research findings come to light, certain types of masks have been determined to be more effective than others. If a student, staff member or visitor arrives without a suitable mask, a disposable surgical mask will be provided by the school.

ARRIVAL/LINE-UP TIMES FOR STUDENTS

- 6th grade: line up no earlier than 8:40 AM for 8:50 AM entry
- 7th grade: line up no earlier than 8:50 AM for 9:00 AM entry
- 8th grade: line up no earlier than 9:00 AM for 9:10 AM entry
- 9th grade: line up no earlier than 9:10 AM for 9:20 AM entry
- 10th grade: line up no earlier than 9:20 AM for 9:30 AM entry
- 11th grade: line up no earlier than 9:30 AM for 9:40 AM entry
- 12th grade: line up no earlier than 9:40 AM for 9:50 AM entry

PODS A and C line up at the front entrance (22nd Street, right door) on the sidewalk markings extending towards Lexington Ave and around the corner, towards 23rd Street, based on the entry times indicated above. Pods A and C will use the front stairwell upon entry to the building. Students should grab a bagged breakfast and/or lunch in the front entrance if they so choose and then walk directly to their designated classrooms and take their assigned seat. Do not wait in the hallways before class.

PODS B and D line up at the back entrance (Lexington Avenue) on the sidewalk markings extending towards and around the corner of 23rd Street and Lex 10 based on the entry times indicated above. Pods B and D will use the back stairwell upon entry. Students should grab a bagged breakfast and/or lunch in the back entrance if they so choose and then walk directly to their designated classrooms and take their assigned seat. Do not wait in the hallways before class.

Please note that this entry procedure is subject to change as needed. Thank you for your patience and understanding.

HEALTH SCREENING

During line-up, students will have their temperature checked and be given hand sanitizer. **Additionally, students, employees, and visitors must complete a health screening before**

entering DOE facilities. This health screening must be completed on each day of arrival (as early as midnight, the night before). This health screening can be completed online at: <https://healthscreening.schools.nyc/>. Students and employees should bookmark this site on their phones. Visitors will not be permitted to enter the building, except in case of relevant emergency. During entry procedure, if you have not completed the online health screening, you will be asked to provide written responses to the questions below:

1. Have you experienced any symptoms of COVID-19, including a fever of 100.0 degrees F or greater, a new cough, new loss of taste or smell or shortness of breath within the past 10 days?
 - No. Go to the next question.
 - Yes. No further screening is needed. The employee/guest may not enter the building.
2. In the past 10 days, have you gotten a positive result from a COVID-19 test that tested saliva or used a nose or throat swab? (not a blood test)
 - No. Go to the next question.
 - Yes. No further screening is needed. The employee/guest may not enter the building.
3. To the best of your knowledge, in the past 14 days, have you been in close contact (within 6 feet for at least 10 minutes) with anyone who tested positive for COVID-19 or who has or had symptoms of COVID-19?
 - No. Go to the next question.
 - Yes. No further screening is needed. The employee/guest may not enter the building.
4. Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?
 - No. The employee/guest may enter the building.
 - Yes. No further screening is needed. The employee/guest may not enter the building.

SUMMARY OF ENTRY PROCEDURE

Students will:

- Line up outside of the building
- Confirm with school staff that they are present at the right day AND time
- Ensure students maintain 6 feet of distance and wear masks while they are lined up
- Have temperatures taken by school staff with infrared thermometers (must be below 100.0 degrees)
- Use hand sanitizer
- Present their completed health screening questionnaire to school staff
- Grab a bagged breakfast/lunch from the food table just inside the entrance
- Report directly to their assigned classroom, provided they have met the above criteria

Any student who does not meet the above criteria will be sent to a designated holding area on the sidewalk so that a staff member can contact their parents and inform them that they are going home.

MOVING THROUGH THE BUILDING

HALLWAYS AND STAIRS

In hallways and on the stairs, stay to your right at all times. Keep in mind that passing someone on the stairs means you will be within six feet of that person. This underscores the importance of properly wearing a face mask at all times. Whenever possible, maintain a minimum distance of six feet from others.

Students should go directly to their assigned classrooms upon arrival. There should be no congregating in the halls.

BATHROOMS

In order to address health and distancing requirements, the usual student bathrooms are now unavailable to students. Instead, the following bathrooms have been redesignated for student use:

- 1st floor bathroom on the left
- 2nd floor bathroom on the front landing
- 3rd floor bathroom near front elevator
- 3rd floor single bathroom near back elevator
- 4th floor single bathroom
- 5th floor bathroom on the left
- 5th floor bathroom on the right
- 6th floor bathroom towards the back elevator
- 8th floor single bathroom towards the back elevator

Students should use the bathroom on the same floor as their designated classroom, or one on the next closest floor. If the bathroom is in use when you arrive, wait on the designated mark on the floor. If there are two people waiting for the bathroom, return to class and try again in five minutes. After using the bathroom, [don't forget to wash your hands](#).

ELEVATORS

Students will not be permitted to use elevators, unless they have a documented medical need. Students requesting elevator use should forward medical documentation to JRutman@sof.edu. No more than two staff members or said students are permitted to use the elevator at a time.

EATING IN CLASSROOMS

Breakfast and lunch will be available to students in the front and back entrances upon entry each morning. Students who wish to eat breakfast must do so in their classroom before their

first period class begins. All students can enter the building up to 10 minutes prior to the start of their first period class. For example, a 6th grade student who enters the building at 8:50 would have until 9:00 to go directly to their assigned room to eat.

Students will be allowed to eat lunch in their classrooms during the designated lunch period.

Other than the times specified above, no food or drink is allowed in the classrooms, aside from water. When a student wishes to drink water, they should quietly go to the doorway of the classroom and have a drink from their water bottle, provided no one else is doing so at that time. It is highly recommended that students bring their own water bottles if possible.

Teachers may step outside the classroom during designated eating periods if they so choose.

DISMISSAL

Students will be dismissed at the following times, using the same stairwell that they used for morning entry:

- 1:20 PM for 6th grade
- 1:30 PM for 7th grade
- 1:40 PM for 8th grade
- 1:50 PM for 9th grade
- 2:00 PM for 10th grade
- 2:10 PM for 11th grade
- 2:20 PM for 12th grade

Students must immediately leave the block and proceed home. They cannot wait for classmates or siblings on the school perimeter. If they plan to travel home with a classmate or sibling per parental instructions, they must determine a meeting place beyond the school perimeter (e.g. across the street or down the block).

Students should practice appropriate health safety and distancing guidelines during dismissal.

Parents/guardians who are picking up their child should wait for them across the street (the south side of 22nd Street). They will not be permitted to wait on the school sidewalks as they are narrow and quickly become congested during dismissal. Thank you for your understanding.

STUDENTS WHO ARRIVE ON THE WRONG DAY

Students who arrive on the wrong day will be sent home. Students will contact their parent/guardian and notify them of the error. They will wait with staff outside of the school at their designated entrance (or, weather necessitates, on the second floor landing, outside of the nurse's office) while parent contact is attempted. **Please note: by signing the SOF school handbook, you consent to have your student sent home if they come to school on the wrong day.**

STUDENTS WHO EXHIBIT SYMPTOMS WHILE IN SCHOOL

You can find detailed safety information on the [DOE's COVID-19 School Health Policy here](#). Please read it carefully.

In short, if a student is showing symptoms while in school, the student will be removed from class and accompanied to the isolation room by designated staff and seen by the nurse. School staff will contact the family for dismissal.

BUILDING RESPONSE TEAM

Building Response Teams (BRTs) are emergency information and action management teams that exist within each school or non-school building. The BRT members form the school's core emergency response group and are selected by the Principal to handle all school or student-related emergency incidents and conditions. The BRT members are:

- Principal - Stacy Goldstein
- BRT Leader - Katherine Brown
- Emergency Officer - Tom Sokol
- Incident Assessors - Samantha Shapiro, Felix Shen
- Special Needs Coordinator - Ruth Green, Perrin Hill
- Assembly Point Coordinators - La'Tish Thomas, Ian Thomas-Minor
- Recorder - Jaime Rutman

COVID RESPONSE TEAM

This team is responsible for ensuring that health and safety procedures are being followed and upheld at school, including the safety procedures outlined above. It also entails tracking PPE supplies. The COVID response team includes the BRT, as well as:

Head Custodian - Cal Young
School Nurse - Thankam Vasilakos
School Safety Agents

CRISIS TEAM

Each New York City Public School is required to have an annually updated crisis intervention plan and should have a trained school crisis team. Effective intervention to a crisis calls for teamwork, delegation of vital tasks and promptness in responding to maintain safety along with a sense of control within the school community. Schools are responsible to provide and encourage proactive planning within their school communities regarding their specific crisis protocols and provide professional development opportunities in such areas as stages of grief, victims of trauma, tips for parents, suicide prevention, etc. so everyone will be prepared when a crisis occurs.

The SOF Crisis Team members are Stacy Goldstein, Katherine Brown, Samantha Shapiro, Felix Shen, Perrin Hill, Tom Sokol, La'Tish Thomas, Ruth Green, and Tom Backner.

End of COVID-specific procedures, which to repeat, will supersede regular procedures (many of which appear in this handbook) in areas where they overlap until further notice.

School of the Future Family Handbook 2020-2021

PLEASE READ: The SOF family handbook is for you to keep and refer to throughout the year. Please only return the last page signed by you and your student to acknowledge that you have read this thoroughly with your student.

Thank You.

Our Vision

Our philosophy is to promote critical thinking through deep inquiry and rigorous academics in a caring environment. The vision of the school is to help each child determine and reach his/her individual potential in all academic and social areas. Our students will graduate as life-long learners and socially conscious participants in their communities.

Our Mission

Our goal is for each child to graduate from the School of the Future with a sense of social and academic responsibility that will allow them to pursue their goals. We hold students accountable for being respectful, productive community members. Our curricula have been designed around our value of self-sufficiency and participation in cooperative learning. A commitment to student-centered learning is achieved by incorporating interdisciplinary curriculum, small class size, active learning projects, longer class time, heterogeneous classes, and use of technology. In addition to state graduation requirements, students must also produce exhibitions of their work as evidence of critical thinking and inquiry skills.

Our Guiding Principles

These principles are the foundation of all School of the Future policies, programs, and collaborative work.

1. Staff, families, and students all choose to be here because we are committed to the vision of the school. Being a part of this community is intentional.
2. With the choice to be a part of this exceptional community comes the responsibility to make it work every day. Staff, families, and students commit to true partnerships that enable us to transform our vision statement into our daily reality.
3. We are committed to a success greater than just our own. We understand that every action, positive and negative, ripples beyond us to influence our entire community. We offer our strengths as support to others.

4. We believe that all students can be held to rigorous academic and community commitments while respecting individual differences. The diversity of our community enriches our learning.
5. We are a member of the Coalition of Essential Schools, whose principles inform all aspects of our practice. Fundamentally, we believe that students who learn to use their minds well make positive decisions for themselves and our world.

Commitments from Families:

The following commitments are grounded in the understandings that:

1. Students are more successful with family support;
2. Schools are more effective when families are active partners;
3. The behavior of the child is the family's responsibility;
4. Being a part of SOF necessitates concern for the entire community, not just the individual child.

Commitment to Policies & Expectations

1. Learn the School of the Future policies, expectations and consequences. Help ensure that your child also learns them and encourage your child to fulfill his/her commitments to the SOF community.
2. Take responsibility for the behavior of your child, as it not only affects his/her own progress, but the welfare of the entire community as well. Encourage your child to take personal responsibility for his/her own contribution to the problem. If there is an issue, please reach out to your teachers, guidance counselors and Director to work with you and your child to address the problem effectively.

Commitment to Attendance

1. Have a clear understanding of the School of the Future attendance and lateness policy. Proactively track your child's attendance and make plans accordingly. Honor the SOF/Department of Education school-year calendar. Do not plan vacations or appointments that conflict with school. In the case that your child must take an "excused absence" for an emergency or illness, please follow the attendance protocol in the "policy" section including notifying teachers early and making arrangements to be in touch with a classmate to keep up with the work.
2. Understand that our academic program is uniquely successful in that it is largely project-based and cooperative. This means that most of the real learning happens within the dynamic of the classroom. It cannot be experienced or equaled with make-up work. It is impossible for teachers to recreate the magic of this type of learning when students miss school. Simply, students will be behind when they miss school and it is their responsibility to catch up with missed work while staying up to date with current work. Teachers cannot create packets of make-up work for students with unexcused absences. Students are responsible for connecting with several classmates so that if they are absent, they can ask someone to get extra handouts or borrow notes. Understand that your child's grades will suffer with increased absences and lateness. Extensive absences and lateness will affect promotion decisions.

Commitment to Progress

1. Be aware of Progress Report Distribution Dates on the SOF Calendar and follow up with your child and the school to ensure that you receive each of them. Review them

carefully with your child and be proactive about contacting teachers and designing extra support if necessary.

2. To help your child maintain the consistent effort required to thrive at SOF, find ways to stay informed about projects, assignments, and portfolio/ exhibition work. Expect students to put effort into their homework each night; have a sense of what quality work is for your child – “no homework” or homework done “in class” is rare and should be investigated further. Use pupilpath, google classroom, and other families as resources.

Commitment to Partnerships

1. If your child has struggled in the past in any area, please do not wait for the teachers to call you with updates. Remember, each teacher has fifty to two hundred students. Don't let issues deteriorate; reach out to us and check in regarding your child's progress. Email is the best mode of correspondence with the SOF staff.
2. Attend Curriculum Night and Parent-Teacher Conferences to stay connected with the staff and remain informed. Also, try to attend project celebrations, field trips, and school performances when possible to further support your school community.
3. Be an active partner in the School of the Future community. Share ideas and resources that will benefit the school. Our families maintain a unique perspective on the effect of our practice and we will grow stronger as a school with this input.

Commitment to Personal Responsibility:

Finally, help your child understand that the ultimate determinant of success rests with his/her own choices and that s/he has responsibilities to strengthen and add value to our community.

Commitments from Students:

The following commitments are grounded in the understandings that:

1. While staff and families can greatly support students, students themselves make choices that are the driving force behind their own education.
2. Students are active citizens in creating the quality of life of the school; their actions can either have positive or negative impacts on the SOF community.
3. Roadblocks are not permanent; there are always supportive adults, alternative approaches, and paths towards resolution to help students persevere.

Commitment to Policies and Expectations:

1. Learn the School of the Future policies, expectations and consequences. Remember that your family chose to be a part of this exceptional community. It is a privilege and you must take your commitments to SOF seriously.
2. Understand that policies are not negotiable and are enforced equally. Treat all staff with respect and accept the consequences for your choices without blaming others or making excuses.

Commitment to Attendance:

1. Have a clear understanding of the School of the Future attendance and lateness policy. Keep track of your own attendance. In the case that you must take an excused absence for an emergency or illness, please follow the attendance procedures in the 'policy' section including notifying teachers early and making arrangements to keep up with missed work.

2. In addition to daily attendance being recorded during morning advisory, our teachers will be taking an official attendance for each class period during the school day.
3. Understand that real learning happens within the classroom. When you are not present, missed class time cannot be experienced or equaled with make up work done without your classmates and teacher. It is impossible for teachers to recreate this type of rich, meaningful learning when you miss school. You will be behind when you miss school and it is your responsibility, not the teachers', to catch up with missed work while staying up to date with current work. Understand that your grades will suffer with increased absences and lateness. Extensive absences and lateness will affect promotion decisions.

Commitment to Progress:

1. Homework is crucial to your progress in each class. Do quality work every night. Use your planners to track and organize your assignments; use classmates and homework websites as resources, so there should be NO excuses for missing assignments.
2. Being prepared and organized is a key to academic success. Come to every class with pens/pencils, required texts and notebooks, an independent reading book, and assignments. Keep organized notebooks to help you be productive in class and at home.
3. Take an active role in your education. Ask challenging questions, make connections, and collaborate during group work in order to take ownership of your own learning. Ask for help when you are struggling and commit to discovering new strengths and skills as you revise assignments.

Commitment to Partnerships:

1. Be an ally, not a perpetrator or a bystander in our community. Do not participate in bullying, physical fighting, or exclusion of any kind. Speak up if you witness others being mistreated and offer your academic strengths as support to others as well. Always ask yourself, am I making the situation better? If your answer is anything other than "absolutely!" you need to rethink your actions.
2. Do your share to honor our common resources and spaces. Respect the custodial staff as community partners by cleaning up after yourself. Leave rooms and hallways clean even when the trash is not yours. Respect all staff members in our community – school safety agents, cafeteria staff, custodians, elevator staff, extended-day staff – everyone at SOF plays a vital role in your education. Always be appreciative of their efforts.

Commitment to Personal Responsibility:

Finally, understand that every choice you make – big or small – determines not only your own academic success but also the welfare of your greater community. Remember that as much as it is your right, it is also a privilege for you to be a part of this community. You have the responsibility to care!

Commitments from Staff:

The following commitments are grounded in the understandings that:

1. We teach best when we know our students well
2. Fluid, frequent communication and collaboration strengthen our community
3. Staff choose School of the Future to guide students as they develop as thinkers and active, effective citizens

4. We are continuously striving to reflect and improve our practice.

Commitment to Policies, Expectations, and Attendance

1. Help implement the policies and expectations of SOF fairly for all students in the community.
2. Keep accurate data regarding student attendance and progress to help your team adequately address
3. student needs.

Commitment to Progress:

1. Teach content with consideration for “The Habits of Mind” – Determining Significance; Making Connections; Finding and Evaluating Evidence; Considering Alternatives and Seeing Points of View.
2. Design a constructivist curriculum in which students create enduring understandings through a process of personal connections, shared discovery, meaningful projects, revision, skills practice, and real world application.
3. Provide a variety of learning experiences in order to meet the needs of diverse learners. Maintain a rigorous program for each student.
4. Support students in the portfolio and exhibition process.
5. Think critically about teaching and learning. Participate in professional development to develop practice.

Commitment to Partnerships:

1. Collaborate in teams, departments, and as a school to share best practices, create curriculum, and support students’ academic and emotional needs. Contribute to school leadership committees to help influence the direction and tone of the school.
2. Maintain contact with families regarding the progress of their child.

Commitment to Personal Responsibility:

Help students see themselves as change agents in their own lives and in the world.

School of The Future Policies

****As a member of the NYC Department of Education, School of the Future follows the Citywide Standards of Discipline and Intervention Measures that gives a more detailed description of the district’s behavior expectations, policies, and consequences.****

Attendance:

- According to the NYC Department of Education regulations, students must maintain a 90% attendance in order to be promoted. At SOF, we have higher expectations. Students should be at school, everyday. Please consult the DOE / SOF calendars when scheduling vacations and family events. Students who are absent more than 10% of the school year may be retained.
- Students are expected to make up all missed work and keep up with current work if absent. Students serve as great resources for one another. So students must get the phone numbers of classmates in the beginning of the year; when students know that they will be absent, they should make arrangements with one of these classmates to

find out what they missed, and get missed handouts. If they are absent unexpectedly, they should call a classmate that evening to find out what they missed. It is not the teacher's responsibility to put together packets of work for students who miss school for unexcused absences. Students must make other arrangements.

- Students who cut classes will be required to make up class time and work either before or after school. If the problem continues, students will serve "in-house" suspension/make up work time where they will spend one day or more under direct supervision of our Dean.
- We will have meetings with families for students who have a pattern of lateness to classes. Students who are late may have to make up the time with teachers after school and may lose privileges. Students' grades will be impacted as work is missed when students are late.
- Notes for excused absences – sudden, serious illness or family emergencies – should be submitted to Maria Vasquez in the main office. Notes from parents are excused; if the absence is longer than 3 days than SOF will require an excuse letter from your Doctor.
- If attendance records need to be updated or revised, students must present evidence – class work, notes, stamped planners – and not rely on teachers to backtrack and revise attendance.

Dress Code

We acknowledge this can be a contentious topic within our community because of discussions around gender norms and equity. That being said, we want to maintain a professional learning environment. So, students should not wear clothes that bear symbols of drugs, sex, hate or violence.

Phones, electronic games, and other personal electronic devices

These devices are not allowed during school hours with the exception of lunch in the cafeteria. Students should not bring a lot of money to school. Cell phones must be turned off during class time and will be confiscated if used during said time. A parent will be required to come in to collect it. If you need to reach your child in case of emergency, please call the main office (at 1004/1003/1001). Non-school supplies, like electronics, must be stored in LOCKED lockers. Students, who bring electronic equipment to school, do so at their own risk. While the DOE does not allow such equipment to even be carried to school, SOF does; but the school cannot be responsible for investigating thefts of electronic equipment.

Plagiarism

Plagiarism is a habit that can get students kicked out of college. SOF takes plagiarism very seriously. According to the DOE Discipline Policy, this choice falls under *B31~Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other*

source) c. *Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)*. The consequences for B31 go from Conference with Staff to Superintendent Suspension.

When a HS student plagiarizes an Exhibition, that student fails that Exhibition and has to redo the Exhibition on another subject. That is the recommended consequence for a student caught plagiarizing in classes as well. Teams are encouraged to create grade wide plagiarism policies that are approved by Stacy and John, put in writing and reviewed with students and families. We are moving away from suspending students as a consequence. Rather, we want to develop policies that focus on academic and restorative consequences.

Teachers must report all incidents to Dean Sokol so we can counsel students and escalate consequences when appropriate.

Classroom Behavior:

- Students are expected to follow the teachers' instructions and be fully engaged in class. Students have the responsibility to refrain from behaviors that interrupts the lesson or distracts their classmates from learning.
- Furthermore, it isn't enough to just sit quietly; students are expected to be actively involved in class.
- Students are expected to treat their classmates with respect: no put downs or foul language will be tolerated.

Hallway / Common Spaces:

- When students are loud in the hallway, it disrupts learning. When waiting for classes, students are expected to do so quietly. Students should take the opportunity to prepare for class - take out due assignments and planners, pen or pencil; put away anything not needed for class.
- Staff members monitor the hallway and may intervene with any disruptive behavior.
- Students must be supervised at all times. Students who arrive earlier than their scheduled advisory should report to the cafeteria unless they have an appointment to meet with a teacher. Students must leave the building at dismissal (3:10pm) unless they are registered for the Extended-Day programs or have an appointment with a teacher. Students are NOT allowed to linger in any areas of the school unsupervised by adults.

Discipline Policy

At School of the Future, our goal is to foster a supportive, collaborative community that prioritizes acceptance and empathy as the foundation for a healthy academic environment. We believe that disciplinary responses should support students in their ability to function successfully in our community. We recognize the need for consequences that align with the [DOE Discipline Code](#) 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. Please familiarize yourself with our [1-page Discipline Policy](#).

Respect for All

Any instances of bullying, or situations perceived to be potential bullying, among students should be reported to Tom Sokol, the Dean and RFA Liaison, or any other member of the counseling staff. The sooner we are made aware of an issue, the quicker and more effectively we can resolve it.

Sexual Harassment Policy:

- The NYC Department of Education defines Sexual Harassment as “sexually suggestive comments, written messages, innuendoes, propositions or physical conduct of a sexual nature such as pinching, touching, or patting.”
- Sexual Harassment cases are taken seriously. Depending on severity and frequency of the incident, disciplinary responses will range from a parent conference to police involvement and criminal charges.

Suspensions & Restorative Justice

When students act in a manner that is disruptive to the community or violates NYC Department of Education policy, they will receive an appropriate disciplinary response. 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.

With that in mind, students may be invited to participate in a restorative justice panel (also known as a "harm circle") to discuss the incident in question. A restorative justice panel is a group of SOF students and staff members representative of our school community that discusses an incident that has occurred with the community members involved (students, teachers, etc.). Any norm violation that takes place can be brought to Panel as long as the facilitator believes that harm has been done to someone in the community. Restorative Justice Panels can replace or supplement administrative school disciplinary proceedings. One goal of a restorative justice panel is to find a way for the person who caused the harm to repair the damage he/she has done, which may or may not include consequences after the meeting. Some violations may require further disciplinary, and in certain instances, legal, response.

For serious issues, suspension may be necessary. Students may be suspended in school for up to five (5) days as a cooling-off period. If a suspension occurs, the parent/guardian of the student suspended must meet with John or Stacy before the student returns to school. Once a student has been suspended, teachers and appropriate staff will receive an email notifying them and requesting work. Only school administrators are allowed to suspend students. While students are suspended, teachers need to send home work for the student to complete.

Often for an incident involving drugs, weapons or serious physical altercations, the suspension may be from the superintendent. A superintendent's suspension must be approved by the district office and requires a formal hearing that is recorded, with witness testimony, as well as the submission of written evidence. The school (SOF) may request that the student not to be reinstated at the school; the superintendent reviews the evidence and makes a decision.

Promotion (Portfolios, Regents, and Exhibitions) Policy High School

- If students fail more than three classes, or do not meet attendance requirements, they will not be promoted.
- In order to graduate from SOF, students must successfully complete all Exhibition requirements in addition to their course requirements.

Middle School

- In order to pass to the next grade without a summer school requirement, students must:
 - Pass Math, Science, and Humanities with a grade of 65 or higher.
 - Have greater than 90% attendance for the year. Students who do not meet these requirements may either have to finish credits in summer school or repeat the academic year.
 - Both 7th and 8th graders must complete 10 hrs of Community Service in order to be promoted.
- In order to 'Step Up' to High School, 8th graders must complete an independent service project as well as an Exit Project presentation in addition to the above requirements.
- 8th graders who have to go to summer school to complete credits or who do not complete Portfolio Roundtables cannot participate in the 'Stepping Up' Ceremony.

Daily Life at School of the Future:

Locker Use:

- All students will be issued a locker in the beginning of the year. Students also use lockers for their belongings during gym class. Students must either bring in their own combination locks for both lockers. Lockers must be locked at all times.
- Students may only use their lockers before school, during lunch, or after school. Students may not use their lockers in between classes without written teacher permission.
- Locker use and access to the locker room is a privilege. Students who violate their commitments will lose this privilege.

Elevator Use:

Students will not have access to elevators during the school day. We have scheduled classes so that most students have classes on adjacent or nearby floors. Students who arrive before 8:15am may use the back elevator to get to breakfast in the cafeteria. Students with medical and physical needs may receive an elevator pass to ride the front elevator with a note from a Doctor.

Breakfast / Lunch / Out-Lunch:

- Breakfast and lunch are served in the cafeteria daily. Students who qualify for free or reduced lunch will have a pin number for their meals.
- Out-lunch is a privilege that students must earn. Only students who return all required forms and permissions will be given out lunch passes upon approval by their team of teachers.
- If Middle School students are late after lunch, they will lose their out lunch privileges for one or more days.
- Students may also lose their out-lunch privileges if they violate their Commitments.

Getting in Touch with your Child:

- Please make personal arrangements for getting in touch with your child. Unless it is an emergency, the office staff cannot take messages for students and will not interrupt class to contact your child.
- Students' cell phones may only be turned on during lunch and before or after school. Cell phone or electronic devices that disrupt class may be confiscated by teachers/staff. Repeated infractions may result in parent/guardian having to come pick up the item or the item being kept at home.

Middle School After School Program

We partner with Manhattan Youth who run our after school program for Middle School students. Donnie Martino is the Program Director. Ron Varrichio is the MS Athletic Director. We aim to facilitate fluidity between the day school and after school to best support the students. After school staff attend grade level team meetings in order to collaborate around students. SOF teachers are encouraged to coach and teach in the after school program.

It is strongly suggested that Grade 6 students attend the program at least four days each week. Grade 6 students should enroll in at least one Power Hour per day and select other classes based on their interests. Power Hour is one of SOF's ways to support the transition to middle school and successfully managing homework.

Commitments from Families:

We fully commit to the School of the Future Community in the following ways:

Commitment to SOF Guiding Principles & Vision:

- We believe in the Vision and Guiding Principles of School of the Future. As members of this community we will work to fulfill this vision.
- We are dedicated to the academic success and overall well being of all students in the School of the Future Community in addition to our own.

Commitment to Policies and Attendance Requirements:

- We understand that our child must follow the School of the Future policies to contribute to his/her individual success as well as that of the greater community. We are responsible for the behavior of our child and will collaborate with school staff and our child to effectively address any concerns.
- In addition to or in lieu of suspension, students who violate SOF norms may be assigned community service. Community Service activities range from assisting the maintenance staff with various duties in school, helping a teacher prepare materials and other resources, or going to a homeless shelter and assisting the shelter serve the public. Parents will be notified of all student consequences.
- We understand that the project based and collaborative nature of the curriculum makes missing school time very difficult for our child. So, we will not schedule appointments or plan vacations that conflict with school. We are aware of the attendance and notification requirements and will make careful decisions when allowing our child to

miss school. We understand that teachers will not create make-up packets for students who have unexcused absences.

Commitment to Progress:

- We will ensure that we receive each Progress Report and will review them carefully with our child.
- We will do our best to stay informed about daily assignments, projects and portfolio/exhibition work. We will help our child maintain the consistent effort required to thrive at SOF.

Commitment to Partnership:

- When our child is struggling in any class we will get in touch with the staff instead of waiting for an update from the school.
- We will do our best to attend Curriculum Night and Parent Teacher Conferences in order to stay informed about our child's progress and build positive relationships with the staff.
- We will be active partners in the School of the Future Community by sharing ideas and resources that benefit the school.

Commitment to Personal Responsibility:

* We will help our child understand that his/her success rests with his/her own choices and that s/he also has responsibilities to strengthen and add value to the SOF community.

Commitments from Students:

I fully commit to the School of the Future Community in the following ways:

Commitment to SOF Guiding Principles and Vision:

- I believe in the Vision and Guiding Principles of School of the Future. As a member of this community I will work to fulfill this vision.
- I care about both my own success and the success of the others in my community.

Commitment to Policies and Attendance Requirements:

- I understand that I must follow the School of the Future policies and will accept the consequences for my own choices.
- I understand that the project based and collaborative nature of the curriculum makes missing school time very difficult for me. I am aware of the attendance requirements and will make careful decisions when deciding to miss school. If I am absent, I will take full responsibility for making up missed work and staying up to date with current work.

Commitment to Progress:

- I understand that homework is crucial to my progress in each class and will complete quality work each night.
- I will make sure to be organized and prepared in each class. I will come to every class with pens/pencils, required texts and notebooks, an independent reading book, my planner, and assignments. I will use my planner to help me stay organized.

- I will take a leading role in my education by asking for help when I am struggling, being an active learner in class, and creating a personal challenge in every learning experience.

Commitment to Partnerships:

- I will be an ally in our community. I will not bully, tease, exclude others, or physically fight. I will speak up if I witness others being mistreated and I will offer my strengths to others through tutoring and collaboration. If I have a problem with another student I will try to find a peaceful solution. When asked if I did enough to help make a situation better, I will be able to honestly answer, yes.
- I will take care of our shared spaces; I will help leave rooms and hallways clean even when the trash is not mine.

Commitment to Personal Responsibility:

* I understand that I make choices that determine both my own success and the success of my greater community.

Commitments from Staff:

I fully commit to the School of the Future Community in the following ways:

Commitment to SOF Guiding Principles and Vision:

- I believe in the Vision and Guiding Principles of School of the Future. As a member of this community I will work to fulfill this vision.
- I choose to support all students as they develop as thinkers, activists, and community members.

Commitment to Policies, Expectations, and Attendance:

- I will help implement the policies and expectations of SOF fairly for all students in the community.
- I will keep accurate data regarding student attendance and progress to help adequately address students' needs.

Commitment to Progress:

- I will teach content by focusing on the SOF Core Values: Think, Strive, and Care.
- I will design a Constructivist Curriculum in which students create enduring understandings through a process of personal connections, shared discovery, meaningful projects, revision, skills practice, and real world application.
- I will provide a variety of learning experiences in order to meet the needs of diverse learners. I will maintain a rigorous program for each student.
- I will help support students in the portfolio and exhibition process.
- I will think critically about teaching and learning. And I will participate in professional development to further develop practice.

Commitment to Partnerships:

- I will collaborate in teams, departments, and as a school to share best practices, create curriculum, and support students' academic and emotional needs. I will contribute to school leadership committees to help influence the direction and tone of the school.
- I will maintain contact with families regarding the progress of their child.

Commitment to Personal Responsibility:

- I will help students see themselves as change agents in their own lives and in the world.

******PLEASE SIGN BELOW AND RETURN THIS PAGE WITH THE FIRST DAY OF SCHOOL PAPERWORK******

COMMITMENT FROM FAMILY:

PARENT/GUARDIAN'S NAME:

PARENT/GUARDIAN'S
SIGNATURE: _____

COMMITMENT FROM STUDENT:

STUDENT'S NAME/GRADE:

STUDENT'S SIGNATURE:

STUDENT'S ADVISOR:
