

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

Note: Some policies will be reviewed by our equity team and Student Government this year. Similarly, after last year, some of the programs need to be revised. Please be understanding and patient while we make some updates this fall.

<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 of Social Culture	tsokol@sof.edu	x1004
Lisa Mathew, Parent Coordinator	lmathew@sof.edu	x1001
Maria Vasquez, Pupil Accounting & Immunizations	Mvasquez@sof.edu	x1004
Helena Sheppard, Payroll & Transportation	hsheppard@sof.edu	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	x1008
Michael Wexler, Athletic Director	mwexler@sof.edu	x1092
SOF Safety Desk		x1000

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 BUILDING SAFETY PROCEDURES

Masks

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 three feet from others whenever possible throughout the school day.

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.

Please also note that, given the limitations of our school's physical layout, masks are absolutely essential in maximizing the safety of our students and staff.

COVID-19 Testing for Students

School-based Testing

Every school will randomly test biweekly unvaccinated students, who have submitted consent for testing, at a threshold of ten percent of unvaccinated students per school population (Pre-K and Kindergarten are excluded). Please note that students must submit a new COVID-19 testing consent form for the 2021-2022 school year to participate in the testing program. [Please watch this short video showing the quick and easy testing process.](#)

This testing initiative is organized by our partners at NYC Health + Hospitals, the New York City Department of Health and Mental Hygiene (DOHMH), and the NYC Test & Trace Corps. The test is easy, quick, and safe. Instead of the "long swab" that goes in the back of the nose, this test is a short, small swab (like a Q-Tip) that goes just in the front of the nose.

We want to assure you that if your child is selected for testing but is uncomfortable or unable to be tested, we will not test your child and will work with you to address any concerns so that they can participate in future testing. We are focused on making this a brief, and gentle experience for our students, led by trained testers.

If your child is tested, we will let you know they were tested and when and how you will receive the results, which will typically be provided within 48-72 hours.

Visit the Supplemental Information for Parents About DOE Agreements With Outside Entities to read answers to a number of questions vendors provided about their privacy and data security

practices. The vendors are BioReference Laboratories, Fulgent Genetics, MedRite, and Somos Healthcare.

Consent

- Submitting consent to have your child tested for COVID-19 in school is quick and easy. Please note-if you already submitted consent during the last school year or summer, you will need to do so again for the 2021-2022 school year. There are two easy ways to submit:
- Fill out the form online using a [New York City Schools Account \(NYCSA\)](#).
 - If you already have a [NYCSA account](#) linked to your student(s): Log in, click your student's name, click "**Manage Account**," and then when a dropdown menu appears, click "**Consent Forms**." Read the page, and then choose the consent option at the end for your student.
 - If you do not already have a NYCSA account: You can create one right away! If you have an account creation code from your school, you can create a full account in approximately five minutes, and then provide consent as described above. If you do not have an account creation code from your school, you can still provide your consent right away by clicking "**Manage Consent**" under "**COVID-19 Testing**" and filling out your and your child's information to provide consent.
- Print and sign the form and bring it to your child's school on the first day they are back in the school building. A printable PDF file is available in ten languages, under Consent Forms below.

For questions, email Covid19SchoolTesting@schools.nyc.gov.

ENTRY AND HEALTH SCREENING

ENTRY

Grades 6 and 7 may enter the building starting at 8:30 AM each morning for their 8:40 start time. Grade 6 will enter through the front entrance. Grade 7 will enter through the back entrance.

Grades 8-12 may enter the building starting at 8:40 AM each morning for their 8:50 start time. Grades 9 and 10 will enter through the front entrance. Grades 8, 11, and 12 will enter through the back entrance.

Students can grab a bagged breakfast at their designated 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 per public health and safety guidelines and requirements. Thank you for your patience and understanding.

HEALTH SCREENING

Upon entry, students will have their temperature checked and be offered 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, if you have not completed the online health screening, you will be asked to provide a paper copy. School staff will have copies at the entrances.

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 likely be within three feet of that person. **This underscores the importance of properly wearing a face mask at all times.** Whenever possible, maintain a minimum distance of three feet from others.

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

During transition periods, students should proceed directly to their next classroom. If they have to wait for another section to leave, they should wait against the wall just outside of the classroom to maximize space for others who need to pass.

BATHROOMS

In order to address health and distancing requirements, the bathrooms will be available to students on a staggered schedule by section. If the bathroom is full (maximum of three) 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 lmathew@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. Other than breakfast, 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 must immediately exit the building, 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.

We ask that parents/guardians who are picking up their child 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 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.

Positive Cases: Closure and Quarantine

We know how important it is to keep our schools and classrooms open for learning, and we have done everything we can to make sure our classrooms are equipped to be safe learning environments, including mandating that all staff are vaccinated and ensuring increased ventilation in all school buildings and classrooms. These measures will mean fewer disruptions in your child's education. There may be times when your child is asked to quarantine due to exposure to COVID-19. Here are the quarantine protocols in the event of a positive case in a classroom for students who are:

- At least 12 years old, vaccinated, and not showing symptoms: will continue to attend school in-person. Out of an abundance of caution, these students are encouraged to take a COVID-19 test 3 to 5 days after exposure.
- At least 12 years old, vaccinated, and showing symptoms: will be directed to quarantine for 10 calendar days. These students will have access to remote learning while quarantining.

- Unvaccinated: will be directed to quarantine for 10 calendar days. These students will continue their learning remotely. On day 5 of their quarantine, students may take a COVID-19 test, and with a negative result, return to attending school in-person after day 7.

Schools will be closed only when it is determined by the New York City Department of Health and Mental Hygiene (DOHMH) that there is widespread transmission in the school. With the health and safety measures in place, we expect that school closures will be limited.

Lastly, 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 - Lisa Mathew

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 the Head Custodian, School Nurse, and our 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 2021-2022

Note: Some policies will be reviewed by our equity team and Student Government this year. Similarly, after last year, some of the programs need to be revised. Please be understanding and patient while we make some updates this fall.

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 & Mission

At SOF our philosophy is to promote social justice, critical thinking & intellectual curiosity through meaningful inquiry and academics in a caring, AntiRacist environment. The vision of our school is to help each student determine and reach their individual potential through deep, collaborative engagement with both content & their community across grade levels, so that they can understand and navigate the systems they encounter in order to be active participants and changemakers in their world. Our students graduate with an ability to define success in a way that challenges traditional assumptions to create meaningful lives.

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. To that end, students should not wear clothes that bear symbols of drugs, sex, hate or violence.

Phones

Phones are now an inescapable reality in our daily lives. However, they are not needed during academic time. More often than not, they serve as an impediment to the educational process. With that in mind, students will be expected to turn in their phones (turned off or silenced) in designated, secure phone boxes during class time. While the specific, daily routine for handing in phones will vary slightly from grade to grade, students will have their phones during lunch and at the end of each day. If a student says that they do not have a phone, school staff will confirm this with their family. Regardless, the expectation is that no student will have a phone in their possession at any point during class time. Failure to comply with this policy may result in conferences with staff and/or parents/guardians, removal from class, or suspension. If you need to reach your child in case of emergency, please call the main office (212-475-8086 x1001, x1003, or x1004).

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 SOF's [1-Page Discipline Policy](#).

Respect for All

Any instances of bullying, or situations perceived to be potential bullying, among students should be reported to [La'Tish Thomas](#), the Social Worker 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. Moreover, we believe that all voices in the school community should be heard, both when setting and upholding expectations of all members, be they student, staff, or family.

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:
