



The
**FACING
HISTORY**
School

The Facing History School

Student Handbook

2017.2018



Welcome to The Facing History School

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SCHOOL OVERVIEW

Mission: At FHS, our mission is to graduate students who are: a) lifelong learners with the skills and knowledge for academic and professional success and b) prepared for the responsibilities of being active, thoughtful participants and leaders in a democratic society. We believe that our relevant, academically rigorous program and the supportive, caring structures we have in place make us more than just an excellent school, but an excellent learning *community*. With the guidance of our lead partner, Facing History and Ourselves, we ask our students to go on a four year journey to help prepare them for the ethical and moral decisions of adulthood. Our school's activities, structure, and curricula are centered around four themes: Identity, Caring and Responsibility, Decision-making, and Choosing to Participate.

Advisory: Our advisory program is at the heart of FHS. Advisory is like a school family; advisories meet together 5 times a week and stay together for the course of their time at FHS. Advisory is meant to:

- Build school community
- Develop leadership skills in students
- Help students navigate the confusing world of adolescence
- Explore ethical and moral dilemmas in and outside of the school community
- Increase student literacy
- Provide academic support
- Maintain relationships with parents/guardians
- Guide students toward 11th and 12th grade PBATs and presentations
- Help students plan for post-secondary options
- Provide structured opportunities for community service
- Techniques and strategies to promote mindfulness

Lead partner: Facing History and Ourselves (FHAO), www.facinghistory.org, is an international non-profit that supports teachers and students through innovative curriculum, professional development for educators and pushes students to consider moral and ethical questions about themselves and history. FHAO also provides the school with volunteers/tutors, support for student trips and professional development retreats, and a Speaker Series.

Arts Partnership: Our arts partner, Urban Arts Partnership (UAP), provides artist-teachers who run our independent studio arts program, but also team teach with teachers in every team and every department, to build capacity around the arts. Students have the opportunity to experience art classes like digital music, photography,

visual art, drumming, and film. Urban Arts also supports the work seniors do in their Choosing to Participate art-activism graduation requirement.

Partnerships: We are in many networks of both like-minded and diverse schools with whom we share and collaborate, including the NY State Performance Standards Consortium, Center for Collaborative Education, Coalition of Essential Schools and the FHAO small schools network. Our current partnerships include:

- Facing History and Ourselves
- New York State Performance Standards Consortium
- Urban Arts
- Human United Strength Organization (HUSO) club
- Engaging Schools (formally Educators for Social Responsibility)
- Little Flower Yoga
- Relationship Abuse Prevention Program (RAPP)
-

Overview of FHS Presentation 4-year Scope and Sequence

As a member of the New York State Performance Standards Consortium, we are part of a waiver that allows our students to graduate using Performance Based Assessment Tasks in all core subject areas and the ELA Regents instead of passing 5 Regents exams. Students still graduate with a Regents Diploma, however we believe this type of assessment is more authentic, rigorous and better prepares students for the realities of college and their professional career.

Portfolio Presentations: In 9th and 10th grade, students will present in their 4 content areas in January and June in small roundtables of 3-4 students and one teacher/facilitator. Students need to have at least 3 major assessments to present that are graded on a department rubric and have a grade above 77% (C+). Students will also present a cumulative year portfolio in their Foreign Language class. Students need to present passing portfolios in all subject areas in order to move to the next grade level. 10th grade portfolios have a stronger focus on presentation skills and content knowledge and must be facilitated by a content teacher other than the student's current teacher.

Panel Presentation: Students present their panels during their 10th and 11th grade year. Successful completion of this presentation is a prerequisite for students to move to a Senior Year course and present their graduation requirement PBAT. Students present to a panel of content teachers, the advisor, visitors and peer guests. Students present a panel in each subject (except English) and most revision and presentation work is done independently and outside of the class. Successful completion of all panels and

necessary credits allows students to apply for Senior Institute, where nominated and accepted seniors take honors and AP courses.

Performance Based Assessment Task presentation: Students present a PBAT in each subject in order to graduate from the Facing History School. The PBAT presentation needs to be graded using the FHS PBAT rubric and the content rubrics created by the New York State Performance Standards Consortium. Successful presentations include a creative presentation of their project, a passing paper/project and demonstrated mastery of skills and content through a cover letter and answers to content questions.

Senior Year Portfolio: In College 101 classes, students present a portfolio of their PBATS, community service, college essays and narrative of the application process to junior year students. In small roundtables, seniors present their work and lead discussions on their journey through the senior year and their plans for the future.

Choosing to Participate Art Exhibition: During their senior year, students demonstrate their knowledge of social justice issues and various artistic mediums (visual art, video, photography, music, poetry, etc) through an art exhibition. After researching a social justice issue of their choice, students create a “call to action” art awareness piece that shows their perspective on how to create change. Students showcase their work for the school and the larger community at the Choosing to Participate Art Exhibition held each year in June.

Expectations as an FHS Student

We have high expectations for our students. Your teachers, advisors and all staff members believe that you have the capacity to be successful academically and achieve your dreams. We also want you to understand that FHS is a safe learning community and we believe that all students can be upstanders and use their voices to create positive change for themselves, their loved ones and their communities. In order to maintain such a learning community, the following are some important expectations of you as a student:

- **No physical fighting or play fighting:** You have the right to feel safe in school. So do your peers. You also need to learn to solve problems and compromise respectfully without fighting. FHS is a professional learning community so even play fighting is not acceptable behavior as it does not demonstrate professionalism and can often lead to accidents or fights.

- **Come every day in FHS Dress Code:** FHS is a professional learning community and we expect you to dress for success! Your clothing demonstrates professionalism and will help prepare you for college and careers in the future.
- **Come to school every day:** Your attendance is key to your academic success. You need to be present not only to learn the necessary material, but to be a part of the school community and to add to class and advisory discussions. You are expected to maintain at least a 90% attendance average in school. That means at most, you should only miss one out of every 10 days, or 4 days a cycle. You get out of school at 1:50 pm on Wednesdays, so all non-emergency appointments should be made during this time.
- **Practice respectful language and behavior:** FHS is a safe learning community. We value your unique, individual identity and want you to appreciate and value the identities of your community members. We are a bully-free zone, which means that you will respect all members of our community and will use positive and tolerant language within the school community, including Facebook and other online forums. You will not use language to make fun of or hurt another member of the community. This includes insults, cursing, racist, or homophobic remarks. Language is powerful. You need to be accountable for your words and understand the impact of your words on others. We believe that language should be used to build relationships and positive learning communities and not used for harm.
- **DO YOUR BEST AND BE AN ACTIVE PARTICIPANT IN YOUR EDUCATION:** Everyday that you walk through our school doors, you have made the choice to learn. You have made the choice to work towards your dreams. So when you are in school, you also need to choose to do your best in classes. We are here to help and support you. You are not expected to know everything in class, or to always know what the best choices are in a situation – you are here to learn those things. But we do expect that you are patient with yourself and others while you are learning, that you ask for and accept help when you need it, that you try and take risks, and that you contribute to classes in a positive, respectful manner.
- **Choose to be an Upstander:** An upstander is someone who makes choices that help not only themselves, but better the lives of others. Upstanders do the right thing in moments of injustice. Upstanders choose to help others in need, speak up for people when they cannot speak up for themselves and speak up

when they see something that is unfair. An upstander works to create positive change for themselves, their loved ones and their communities.

The Facing History School Policies and Procedures

Dress Code (students):

FHS School Dress Code 2017-2018

(FHS uniforme escolar 2017-2018)

A SOLID-COLORED COLLARED SHIRT OR SOLID-COLORED BUTTON DOWN SHIRT (*long or short sleeve*) **UNA CAMISA COLLARADA DE COLOR SÓLIDO O UNA CAMISA DE BOTÓN DE COLOR SÓLIDO** (*manga larga o corta*)



WHITE



BLACK



NAVY



BROWN

PANTS or SKIRTS or DRESSES (*dresses/ skirts to be no shorter than the horizontal length of a metrocard with measuring beginning at the top of the knee, no jeans, sweatpants, sweatpant shorts, gym/ mesh shorts or leggings*) **PANTALONES o faldas o vestidos** (*Los vestidos / faldas no son más cortos que la longitud horizontal de una tarjeta de metro con el comienzo de medición en la parte superior de la rodilla, no pantalones de mabon, pantalones de chándal, pantalones cortos de algodón, pantalones que estira*)



BLACK



BROWN



NAVY BLUE



KHAKI

SWEATERS (*if desired over collared shirt; no hoodies. Sweaters can be patterned as long as the patterns are only black, white, navy blue and/ or brown (polka dots, stripes, argyle are OK as long as they are in the those colors. See below.)*)

Suéteres (*si se desea sobre la camisa de cuello, no sudaderas con capucha. Los suéteres pueden ser de dibujos siempre y cuando los patrones son sólo negro, blanco, azul marino y / o marrón (lunares, rayas, argyle están bien, siempre y cuando estén en los colores . Vea abajo.)*)



WHITE



BLACK



BROWN



NAVY BLUE

SHOES or SNEAKERS (*students can wear any shoe of their choice*)
ZAPATOS o ZAPATILLAS (*los estudiantes pueden usar cualquier zapato de su elección*)

The dress code is meant to unify the Facing History School community as well as inspire a sense of professionalism among students. Please note the following:

- Clothes should fit appropriately. Baggy or tight clothing will not be considered as part of the dress code.
- Pants must be at waist and dresses/skirts to be no shorter than the horizontal length of a metrocard (measuring beginning at the top of the knee). **(This applies even on dress-down days.)**
- Outer clothing such as hoodies and jackets must be hung in school assigned lockers. These may not be worn during the day and will be confiscated.
- Students are not to wear under clothes like T-shirts or long sleeve shirts of another color.
- No hats, do-rags/headwraps, scarves, sweatbands or other headgear is to be worn (NYC school policy) **(This applies even on dress-down days.)**
- There will be no wearing of any color/articles of clothing or accessories affiliated with memberships of gangs (i.e. scarves, beads, etc)
- Collared shirts, pants, dresses, and skirts all need to be one solid color (see visual above).
- Students choosing to wear dresses without a collar must have a collared shirt, button down, or blazer over the dress (*all which must be one-solid color of either black, white, navy blue, or brown.*) The button down or blazer over a dress does not have to be buttoned up when wearing over the dress.
- Sweaters can be patterned as long as they are only black, white, navy blue and brown (polka dots, stripes, argyle are OK as long as they are in the black, white, navy blue, or brown colors).
- No off the shoulder dresses or shirts. **(This applies even on dress-down days.)**

Students will receive a locker and can purchase a lock to keep their items safe. If articles of clothing/outerwear/sneakers are confiscated, the school is not responsible for lost/stolen property.

El código de vestimenta está destinado a unificar la comunidad Facing History School, así como inspirar un sentido de profesionalismo entre los estudiantes. Por favor tenga en cuenta lo siguiente:

- La ropa debe encajar apropiadamente. Ropa suelta o apretada no será considerada como parte del código de vestimenta.
- Los pantalones deben estar en la cintura y los vestidos / faldas para no ser más cortos que la longitud horizontal de una tarjeta de metro (medida que comienza en la parte superior de la rodilla). (Esto se aplica incluso en días de vestirse).
- Ropa exterior, como sudaderas y chaquetas deben colgarse en los casilleros asignados a la escuela. Estos no se pueden usar durante el día y serán confiscados.
- Los estudiantes no deben usar ropa como camisetas o camisas de manga larga de otro color.
- No se deben usar sombreros, pañuelos / pañuelos, bufandas, bandas de sudor u otro tipo de sombrero (política de la escuela de Nueva York) (Esto se aplica incluso en los días de vestirse).
- No habrá uso de ningún color / artículos de ropa o accesorios afiliados a membresías de pandillas (es decir, bufandas, cuentas, etc.)
- Las camisas, los pantalones, los vestidos, y las faldas del collar tienen que ser un color sólido (vea el visual arriba).
- No habrá uso de ningún color / artículos de ropa o accesorios afiliados a membresías de pandillas (es decir, bufandas, cuentas, etc.)
- Las camisas, los pantalones, los vestidos, y las faldas del collar tienen que ser un color sólido (vea el visual arriba).
- Los suéteres se pueden modelar siempre y cuando sean sólo negro, blanco, azul marino y marrón (lunares, rayas, argyle están bien, siempre y cuando estén en los colores negro, blanco, azul marino o marrón).
- No fuera de los vestidos de hombro o camisas. (Esto se aplica incluso en días de vestirse).

· Los estudiantes recibirán un armario y pueden comprar una cerradura para mantener sus artículos seguros. Si se confisca artículos de prendas de vestir / prendas de vestir / zapatillas de deporte, la escuela no se hace responsable de la propiedad perdida o robada.

Advisory/Role of Advisor: Your advisor is like your FHS parent. The purpose of an advisor is to have at least one adult in the building who knows you as an individual and a scholar, who knows your family and who is ready to “be on your case and on your side.” Your advisor will give you important information during advisory about events happening in school. Your advisor can help you with any issues you are having academically, socio-emotionally or issues with other members of the community. If your advisor cannot provide the support you need, they will find someone who can. Your advisor will also review your mid and end cycle reports with you, set goals and review your transcripts with you to make sure you are on track to graduate. Remember, advisory is a class! You get a grade and credit for it, like your other classes. So it is important that you attend and get the support needed to help you be successful here at FHS.

Arrival Time: You need to be in your first period class at 8:40 am. That means you should be walking through the school entry no later than 8:15 am to give yourself time to get through scanning, get breakfast, and go to your locker before class. The building opens to FHS students at 7:30am. You should plan on being in school by 8:15am. If you arrive early, you should report directly to the cafeteria, where breakfast is available.

Attendance, Lateness, and Early Dismissal: Good attendance is essential for academic success. You need to be present not only to learn the necessary material, but to be a part of the school community and to add to class and advisory discussions. Also, New York State education law mandates that you attend school every day that it is in session. This means that you must arrive on time and be present in every class, every day. Work missed because of unexcused absences or lateness usually results in lower grades. Even excused absences can result in lower grades simply because of lost instructional time. An excused absence protects you from disciplinary action for cutting, but does not excuse you from any missed work.

Absences: The New York City Board of Education and FHS expects you to maintain at least a 90% attendance average in school. That means at most, you should only miss one out of every 10 days. You get out of school at 1:50 pm on Wednesdays, so all non-emergency appointments should be made during this time. In the event of a medical or legal appointment during school hours, you need to bring a signed note on official letterhead. Have all your teachers sign the letter and then return to Naiad in room 219.

Late to school: We expect you to be on time to class – that means you are seated at your desk and ready for class when the bell rings. If you are late, you have already missed valuable class time. Even though your first class starts at 8:40am, you are considered late to school when you are walking through scanning at 8:36am. If you are late to school, you have a 15 minute grace period where you have a choice: you can either choose to make up the time in detention after school or you can choose to miss the entire class and sit in the auditorium. If you come to school later than 8:55am, you must remain in the late room until your next class begins.

Late to class: We expect you to be on time to class – that means you are seated at your desk and ready for class when the bell rings. If you are late, you have already missed valuable class time. If you are late because you are talking to a social worker, administrator or another teacher, make sure you have a pass. You will be excused but still need to complete all missed assignments. If you do not have a pass, a teacher will let you in class but it counts as an unexcused late. Three unexcused latenesses are equivalent to an absence and will put you at risk of receiving a lower grade because of missed instructional time or class activities. Teachers often give quizzes or graded activities in the first few minutes of class, so excessive latenesses may even put you at risk of failing.

Late/Absent to presentations:

Portfolios: Students who are absent receive a zero on the presentation, unless they have a legal excuse and provide documentation then they can make up the presentation with no penalty. Students who are late without a legal excuse can make up the presentation with a 75% overall grade cap. Students who are late with a legal excuse can make up the presentation with no grade cap.

Late to Panel/PBAT: The student must be in the room prepared to present at the start time. If the student is late up to 15 minutes, they may still present- but the end time remains the same and the HIGHEST they can get in the presentation category is “Competent”. If they are more than 15 minutes late, they need to represent at a different time and can still only get a competent for this category. Students who are absent receive a zero on the presentation, unless they have a legal excuse and provide documentation then they can make up the presentation with no penalty.

Cutting class to prepare for a presentation: If students are pulled from a presentation due to cutting class to prepare (after 1 documented warning) then they are pulled from their presentation for that cycle.

Official attendance is taken during all classes and your teacher also enters your daily class attendance in pupilpath.com. The attendance coordinator, Naiad, in the main office keeps records of school attendance and is the person families should contact when experiencing problems with attendance. You should also notify the office promptly of any change of address or telephone number. You must bring a utility bill as proof.

Award Ceremonies: After each semester, student achievement is celebrated at school-wide award ceremonies. Academies nominate students for departmental awards. Awards are also given to students who pass all their classes. Awards include:

- Merit Roll: Passes all classes (including electives)
- Honor Roll: Passes all classes with B's and A's (including electives)
- Principal's List: Passes all classes with A's (including electives)
- Students are also recognized for the following:
- Community Commitment: the award goes to the students that the staff agrees demonstrate commitment to improving our school community by positive behavior and dedication to community ideals
- Leadership: the award goes to the students that the staff agrees demonstrate outstanding qualities of leadership both in the classroom and in school events.
- Most Improved: the award goes to the students that the staff agrees are the most improved students in the cycle.
- Perfect attendance: students who have not been absent, late or cut for the entire cycle.

Academic Honesty: An authentic piece of work is one that is based on a student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are referenced, whether in the form of direct quotation or in paraphrasing, such sources must be fully and appropriately acknowledged. As an academic institution, the Facing History School must enforce academic integrity. Students who choose academic dishonesty over honesty will be held accountable for their actions and may face disciplinary consequences. See page 24 for more information on plagiarism. Examples of academic dishonesty include:

- Cheating: any attempt to give or obtain assistance or unfair advantage in a formal academic exercise;
- Plagiarism: the adoption or reproduction of ideas, words or statements of another person without acknowledgement, including the omission of quotation marks, improper paraphrasing, or inadequate referencing of sources;

- Self-plagiarism: the submission of the same work for academic credit more than once without permission;
- Fabrication: the falsification of data, information, or citations in any formal academic exercise, including forgery, lying, and changing academic documents;
- Deception: providing false information to a teacher concerning a formal academic exercise;
- Sabotage: preventing others from completing their work.

Books, Materials, and Supplies: We want you to have the materials necessary to be successful, but these materials are purchased by the school. Classroom supplies such as desktops, laptops and calculators are property of the school purchased for your use and academic success. Therefore, students need to respect the school property and treat it as if it were their own.

Textbooks, library books, and instructional materials are loaned to students with the understanding that you must pay for them if lost or damaged. End of year (June) report cards (or diplomas to graduating seniors) will not be issued to any student who has not returned books and instructional materials. The cost of a textbook is \$80 and the cost of a novel is \$10. If, in the opinion of the school, a book is not usable as a result of carelessness or a deliberate act, the student shall be required to pay the replacement cost. Students must bring your own paper, pencils, pens, and other supplies.

Bullying (Respect for All): Language is powerful. Students need to be accountable for their words and understand the impact of their words on others. We believe that language should be used to build relationships and positive learning communities and not used for harm. The NYC Discipline Code prohibits intimidation and bullying behavior. We will not tolerate any bullying (this includes cyber bullying on Facebook or other social media sites). This is a Level 4 Infraction. FHS has a zero-tolerance policy for bullying of any kind: physical intimidation, name-calling, cyberbullying, or other activities that cause a student to feel attacked or unsafe. Penalties for bullying may include mediation, counseling, and/or suspension (Refer to chancellor's regulations A-443.) If you believe you are the target of a bully, speak immediately with a social worker, your advisor, the dean, the assistant principal, or principal. Bullying will not be tolerated and immediate measures will be taken to stop it. Staff members who witness bullying or intimidating behavior will take appropriate action to intervene and stop such behavior and will report such an incident to administration.

Cell Phone Policy (Beginning March 2nd, 2015): FHS students are now permitted to bring cell phones to school. Administrators met with the School Leadership Team and PTA to discuss the new policy and we have agreed on the following.

- Students must keep their phones stored and locked in their assigned personal lockers at all times and turned off as not to ring and disrupt instruction. Lockers were assigned in the beginning of the year and are not to be shared with other students. Locks are available for purchase at school for \$3.00.
- If a student is seen with a phone it will be confiscated and a parent/guardian will be required to pick it up.
- *The school will not be responsible for any damaged, lost or stolen phones.*
- Any student seen videotaping in school will be subject to the Chancellor's Discipline Policy
- It has always been the policy at FHS that parents can reach their students by calling the office. There is also a phone in the office for student use. Since students will not have access to their phones during class times, the easiest way to reach your child during the day is by calling the office.

Rationale: Students are expected to demonstrate mature, professional behavior and this also applies to cell phone use. Cell phones in schools are meant to allow students to easily communicate with parents/guardians before or after school time. We expect our students to be responsible with this privilege and not disrupt classes or instructional time with personal cell phone use. Students will sign a contract at the beginning of the year that explains our expectations on this policy

Crime/Fighting: We have high expectations for student behavior. Physical altercations between students are not acceptable in or out of school. FHS is a community that wants its members to feel safe and welcomed. If you are having a problem with another student, or think a fight might happen, let an adult know immediately. We believe our students can be upstanders and help to create a safe, respectful community. Any student who is the victim of a crime or witnesses a crime in the building, near the building, or on the way to school should report the incident immediately to the dean, social work or administration. We use mediation to help students work through their issues without violence because we are preparing you to handle conflicts in a professional manner. If students do fight, we follow the consequences outlined in the Chancellor's Regulations, including suspension.

Cafeteria and Food Policy: The cafeteria is located on the second floor. Free breakfast is served every morning starting at 7:30 am. Breakfast for FHS students ends at 8:30 am. When the first bell rings you need to leave the cafeteria and go to class. Students may get a hot or cold lunch from the school. Drinks and snacks are also available from vending machines. Students may not leave the building for lunch unless accompanied by an adult. Our lunch period is 25 minutes long.

You may not bring food, candy, or drinks anywhere in the building except the cafeteria, except for plastic bottles of water. **Food is not allowed in the classrooms.** Food and drink can be a distraction in the classroom. Additionally, drinks full of sugar are difficult to clean, unhealthy for students, and attract mice and bugs. All students are responsible for helping keep the school clean. This is our space and we want to keep a safe, clean learning environment for all.

Discipline and Student Issues: Students, teachers and other school faculty need to work together to create a safe, respectful community. We have high expectations for student behavior. Upstander behavior needs to be taught, modeled, and reinforced throughout your four year journey. All teachers are expected to clearly communicate policies and procedures to students and parents. Also, classroom teachers should create classroom norms and expectations with their students and post these in the classroom. Teachers are not to kick a student out of the classroom unless the student is a threat to themselves or others. You need to respect the school rules, norms and expectations and understand that these are created so you and your peers can have a safe learning environment.

As a school, we hope to mediate any issues before they escalate. If you are having problems in or out of school, or have a friend who has issues affecting their academic success, it is important that you tell an adult in the building. That way, we can help support you before an issue causes a student to do poorly in classes or face disciplinary action.

Emergency Drills: Your safety is of the utmost importance. We have fire drills, code blue drills and intruder alert drills so we can be prepared in the case of a real emergency, therefore it is essential that your behavior reflect the appropriate level of seriousness. All students must respond immediately to directions during emergency drills or actual emergencies of any kind. Any student who does not cooperate will be subject to immediate suspension. During fire drills students will exit the building quickly and quietly. Listen for directions and announcements. At the conclusion of the drill, you will return to the class in the same orderly manner.

Exclusion from student events (trips and dances), Prom and/or

Graduation: We have high expectations for student behavior. If you do not follow the rules and expectations of the school and put our safe learning community at risk, you may be prohibited from attending school sponsored student events, including prom or graduation ceremony. You will not attend these events if your conduct is disrespectful or poses a threat or danger to others. Both you and your parents will be conducted if exclusion from any school events is warranted. Students who are already on suspension

at the time of the event, including prom or graduation also may be prohibited from attending these events. Since attendance to school sponsored events, such as prom or graduation ceremony, is voluntary, prohibiting a student from such an activity does not require a full due process hearing.

Grading: FHS uses Pupil Path (www.pupilpath.com) which is a free internet based grading website that also allows students and parents to access grades. You can also download an app to a smartphone and check your grades and attendance there. You will receive information on how you and your parents can access your grades from all of your teachers.

FHS Common Grading Policy: Teachers at FHS will use PupilPath (www.pupilpath.com) which is a free internet based grading website that also allows students and parents to access grades. Teachers update grades every Tuesday from the week before. You will receive your log-in information so you can access your grades. We are now in a semester grading schedule, so you will only receive credits and grades twice a year, in January and June. This makes it even more important to be on top of your work! The grading categories have changed to be in line with our work towards layered curriculum

- Learning Activities (homework, classwork, participation): at least 60-80 graded, entered assignments a semester
 - 60 learning activities = 3 graded, entered assignments a week/20 per progress report
 - 80 learning activities = 4 graded, entered assignments a week/approximately 26 per progress report
- Formative Assessments: at least 8-10 a semester
- Summative Assessments: at least 4-6 summative assessments a semester

Grades are given in report cards 2x a year along with a narrative about student skills, content knowledge and strengths and challenges. Twice a semester (4x a year), students also receive progress reports.

Below you will find the grade conversion from numeric to letter grades:

A+	97-100	B+	87-89	C+	77-79	Fail	0-64
A	93-96	B	83-86	C	73-76		
A-	90-92	B-	80-82	C-	65-72		

We are all here for your academic success. It is our mission as a school to make sure you are prepared for the demands of college and/or a career. Thus we all need to work together towards your success. It is your responsibility to do your work, stay focused in class and know what your grades are. Your teachers are also responsible to give you timely feedback and let you know if you are not working to your full potential or in danger of failing. It is our job to support you as much as possible to excel in your classes. Therefore, if the adults in the building do not fulfill their obligations in order to help you succeed, you have the right to appeal a failing grade. See the chart below to understand what is expected of you, your teachers and your advisors.

<i>As a student, you are expected to:</i>	<i>Your teachers are expected to:</i>	<i>Your advisor is expected to:</i>
<p><i>§ Come prepared to class, participate actively in your education and complete your work in a professional and timely manner</i></p> <p><i>§ Check your PupilPath account at least once a week in all classes...you should always know your grades in class.</i></p> <p><i>§ Make up missed assignments and stay for tutoring if you are falling behind or unsure of some of the content</i></p> <p><i>If you do all of the above, you will be on track for success. If you do not, you risk failing the class and repeating the grade.</i></p>	<p><i>§ Make parent contact (calls, emails, conferences) at least 3 times a cycle if you are in danger of failing (and not just in the final couple weeks of the cycle)</i></p> <p><i>§ Contact the advisor and social worker if you are in danger of failing, missed many assignments or have excessive (more than 4) absences/latenesses (this contact should be in addition to your progress report).</i></p> <p><i>§ Regularly update grade book on engrade.com and give timely feedback and grades on student work. Students should know grades in as close to real time as possible.</i></p> <p><i>If your teacher or teachers do not fulfill their</i></p>	<p><i>§ Check in with you bi-weekly about your progress in your classes</i></p> <p><i>§ Read your mid and end cycle progress reports with you and help you set attainable goals for success.</i></p> <p><i>§ Contact parents in addition to teachers if they see a pattern of disruptive behavior, absences or missing work that puts you in danger of failing your classes.</i></p> <p><i>If you feel your advisor is not giving you the support you need or not doing what is expected, let a member of the social work department or administration know.</i></p>

	<p><i>responsibilities to support your achievement and you fail your classes, you have the right to appeal a failing grade and earn extra time to complete assignments.</i></p>	
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What is this layered curriculum my teachers are talking about?

The purpose of this layered curriculum is to make you, the student, responsible for your own learning. Coming to class and simply completing “something” will no longer qualify for a passing grade. Much of what you will learn **MUST** be orally defended. In other words, you must be able to have a discussion with the teacher about what you learned.

C Layer: This layer tests basic knowledge and understanding. You will have some choice in how you learn the material, but you need to demonstrate that you learn it before moving on. Some activities will be required, and others you will have choice in how you demonstrate your mastery.

B Layer: This layer requires you to take what you have learned in layer C and apply it using your skills like problem-solving or writing. This layer will require you to be mostly self-guided and independent.

A Layer: This layer requires you to apply what you learned in the previous two layers and apply it using analysis, evaluative and critical thinking skills. If you earned full points in the previous two layers and full points here, you will get an A as a final grade.

Homework: *Homework builds your skills and shows your teachers and yourself that you can do with work independently. It is expected that you are assigned and complete your homework every night. It is also important to review your notes from the day and come prepared to class the next day.*

Internet Usage: DOE’s Acceptable Use Policy for Internet Access

The purpose of computer resources and Internet use is to support research and education by providing access to unique resources. Use of these powerful communication and research tools is a privilege which may be revoked at any time for

any activity constituting a policy violation. Students are expected to abide by these generally accepted rules of usage, included but not limited to the following:

- All use of telecommunications must be in support of education and research and be consistent with the educational purposes of the FHS.
- Users shall not tamper with, vandalize, read, modify, edit, delete, download, print or otherwise engage in unauthorized use of other users' computer files, including but not limited to electronic mail. Users shall not re-post personal communications without the original author's consent. Users shall not misrepresent themselves or other users on the network.
- Users shall not send, download or copy communications, files, information or materials that contain defamatory, hate-promoting, anti-social, abusive, threatening, pornographic, violence-promoting, age-inappropriate, profane, obscene, or otherwise offensive language.
- Use of the network to intentionally download files dangerous to the integrity of the LAN is prohibited.
- Users shall not use the network for any activity or purpose that would violate any Board policy and/or rule or regulation, including, but not limited to, the District's code of conduct or violate any state or federal laws and/or regulations.

Student users who violate these rules and regulations may have their Internet/laptop use privileges suspended or revoked and may be subject to appropriate school disciplinary action consistent with the Chancellor's Discipline Code and state and federal laws and regulations. Any user who is suspected to have engaged in an illegal activity while using the network may be referred to the appropriate legal authorities.

Lockers: Each student is assigned a locker at the beginning of the school year. In the beginning of the year you will be assigned a locker near your advisory room so you may have a secure place to store books, jackets, bags, and valuables.

- You may not share a locker.
- You can either bring your own combination lock or buy one from the school for \$3.00. You must give your advisor the combination.
- Lockers are to be used for storing *all outerwear, including hoodies and hats*, during class time.
- Lockers must be kept locked at all times.
- Do not keep food in lockers. You should clean your locker monthly.
- You must clean your locker at the end of the year. Locks left on lockers during the summer months will be clipped and the contents of the locker thrown away.

- You can go to their lockers before and after school and during passing, but NOT during classes. Using lockers during class interrupts learning.

If a student puts their belongings in another student's locker and the student whose locker it is leaves school without giving the other student their belongings, the office will NOT open up the locker for them to retrieve the student's belongings. Thus, students MUST use their own lockers. The school is not responsible for lost or stolen items, even if items are confiscated from students.

Metrocards/Student Transportation: Special student Metrocards are distributed at the beginning of each semester to those students who qualify for free or reduced price transportation. The Metrocards are specially encoded to allow students up to three rides a day on the train or bus (including transfers), up to 8:30pm. If you lose your metrocard, notify the main office, room 219, and you will receive a replacement card within two school days.

Passes: All students must have a pass to be in the hallway. Passes will be created and distributed to staff – there should be one pass per each room. Teachers on hall duty will ask students for a pass.

Safety Agents and Scanning: School safety agents, employed by the New York City Police Department, are assigned to the building. They work at scanning, patrol the halls and are stationed in the lobby and the cafeteria. They also have jurisdiction over the sidewalk surrounding the building. The safety agents conduct periodic sweeps of the building during the school day. They want to ensure that the building is safe and orderly for all of us. It is important that you carry out all directions given to you by the safety agents.

FHS is a scanning school. We are one of six schools in the Park West Educational Complex, and there are metal detectors that all students and visitors must pass through. Each school starts at a different time to avoid a long line at scanning, but students should plan accordingly and make sure to leave extra time in the morning to pass through scanning.

Sexual Harassment: The Department of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to Department of Education policy. Therefore, the school prohibits all forms of sexual harassment by employees and students. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Sports and Clubs: FHS participates in various building-wide PSAL and intramural sports for both boys and girls, including basketball, soccer, baseball, softball, more. For more information, speak to the gym teacher.

Throughout the year you will learn of various clubs that meet after school. If you have an interest that is not represented by a club that already exists, speak to a member of the administration team about writing a proposal to start a club.

Testing: The only state or national tests that we offer are:

- New York State Regents Examinations: FHS only gives the English/Language Arts Regents. Students must pass this test and the Performance Based Assessments in each of the core classes: English, Science, Math, and History, in order to obtain a Regent's diploma.
- Practice Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT): Students take the PSAT for free their 10th and 11th grade year to get the practice they need for the SATs. Students need to take it seriously since the SATs are The SAT is part of the college application process. Current information on SAT registration information and dates is available in the college office. Registration forms for both tests may be obtained in the college office and are mailed out directly by students along with the appropriate fee. We receive fee waivers from the CollegeBoard, students need to talk to Talia to get the fee waiver and register for the SATs. See Talia if you have any questions.
- American College Test (ACT): Some colleges/universities accept the American College Test in the admission process instead of the SAT. Information regarding the test and registration forms is available in Talia's office.
- Advanced Placement Exams (AP): AP courses are equivalent to college level offerings in quality, content, and intensity and require that students be highly motivated and able to work independently. In May of each year, the Educational Testing Service gives AP exams on a nationwide basis. Students who participate in AP courses are expected to take the exams. Many colleges and universities throughout the world will offer college credit to students who take AP courses and meet a particular institution's performance criteria. FHS currently offers two (2) AP Courses: US History and English Language and Literature.

Student Contracts/Progress Report: An advisor, teacher, team or parent may request to put a student on a Progress Report. If you are put on a Progress Report, it is your responsibility to get them signed by your teachers and your advisor.

Student Identification Cards: All students in the building must swipe their ID cards upon entry or re-entry into the building. This will ensure accurate attendance and

overall safety of all students in the building, by helping prevent unauthorized visitors. All FHS students must have a Student ID card. This official school ID card must be carried at all times and shown upon request. Replacement cards cost \$3.00.

Student Trips: FHS has various student trips for classes, advisories and special events. Parents will receive permission slips. In order to attend the trip, students must have a permission slip signed by a parent/guardian. No verbal confirmation is allowed. Students must have consent for the trip signed by a parent/guardian.

Substance Abuse: It is the goal of FHS to maintain a healthy learning environment. This goal includes keeping the school environment cigarette, drug, and alcohol-free. To achieve this goal, a student may be referred to Courtney, social work and/or administration if there are concerns that he/she is under the influence of an illegal substance. Students may be referred to the nurse if there are concerns about their health, and parents may be contacted to take their children home. In severe cases, EMT may be called. FHS has zero tolerance for possession or usage of illegal substances in school. Students involved in possession of drugs or alcohol are subject to disciplinary actions outlined in the Chancellor's Discipline Code. Parents will be contacted and asked to take their child home, and the police department will be called. Suspension procedures will be initiated immediately.

Suspensions: Students can receive in school or out of school suspensions depending on the severity of the behavior in accordance to Chancellor's Regulations. By law, teachers are required to provide work for suspended students. Suspension is an excused absence and the student should receive up to full credit for work completed while on suspension. Your Advisor is the one responsible for collecting work from the team and either leaving it in the office or giving the work to the office to be sent to the suspension center.

1. Superintendent Suspension:

- All absences due to suspension are excused
- Superintendent Suspensions are determined by a hearing officer at the Suspension Center. Students may serve their suspension at an alternate site.
- When the student returns, the teacher must meet with him/her to discuss work that must be completed and create a clear timeline to do so.

2. Principal Suspensions:

- Students serve this suspension at school
- Students report to the office for two hours a day for each day of their suspension

- It is the teacher's responsibility to provide the students with work. Students must complete the work in order to get credit.
- All absences due to suspension are excused

Walking Field Trips: You will receive a walking permission slip at the beginning of the year. Bring this back! Teachers or advisors may take students out of the building within 20 blocks IF students have returned a signed walking permission slip. If you want to go with your advisory out to lunch or to the park, you need to have this permission slip signed and returned.

Frequently Asked Questions by FHS students: What if...

... I will be/am absent?

A parent or guardian must call the school to notify us if you will be absent. Following an absence, you must bring a note from a stating the reason for the absence, and present it to all teachers. Then it should be submitted to the attendance coordinator, Naiad, in the general office, room 219. **In order for an absence to be excused, you must provide a doctor's or court note.**

... I arrived to school late?

You need to be in first period by the time the bell rings at 8:40am. That means you should be walking through the school entry no later than 8:15am to give yourself time to get through scanning, get breakfast, and go to your locker before class. The building opens to FHS students at 7:30am; however, first period begins at 8:40am. You should plan on being in school by 8:15am. We expect you to be on time to class – that means you are seated at your desk and ready for class when the bell rings.

If you are late, you have already missed valuable class time. Even though your first class starts at 8:40am, you are considered late to school when you are walking through scanning at 8:36am. If you are late to school, you have a 15 minute grace period where you have a choice: you can either choose to make up the time in detention after school or you can choose to miss the entire class and sit in the auditorium. You will give Courtney your Student ID or Metrocard and you will get it back once your detention is served that day after school. If you come to school later than 8:55am, you must remain in the late room until your next class begins and it is an unexcused absence.

... I arrived to class late?

We expect you to be on time to class – that means you are seated at your desk and ready for class when the bell rings. If you are late, you have already missed valuable class

time. If you are late because you are talking to a social worker, administrator or another teacher, make sure you have a pass. If you do not have a pass, a teacher will let you in class but it counts an unexcused late. Three unexcused latenesses are equivalent to an absence and will put you at risk of receiving a lower grade because of missed instructional time or class activities. Teachers often give quizzes or graded activities in the first few minutes of class, so excessive latenesses may even put you at risk of failing.

... I need to leave early?

In rare cases, if you need to leave school early, such as for a doctor's appointment, you must have a note from a parent or guardian stating the reason and giving a phone number so that the request can be verified. Bring the note to the general office, room 219, in the morning. An office member or secretary will verify with your parent or guardian. Make sure you let your teachers know and pick up any work you will miss **BEFORE** you leave the building. ***Students under 16 years of age must be picked up and signed out by a parent or guardian.*** Please try to schedule appointments after school.

... I was incorrectly marked absent?

First talk with your advisor. With your advisor, come to the general office, room 219, at lunch or after school and speak to the attendance coordinator, Naiad, who will investigate and make any necessary changes.

... I have a problem with my schedule?

Students must resolve any scheduling issues within the first 10 days of school. See your advisor with any issues you may have. The school will not generally consider schedule change requests in order to be near or be away from other specific students.

... I need a letter verifying my attendance at this school?

This is usually referred to as a "Face-to-Face" letter, and may be required by various New York City agencies. Report to the general office, room 219, at lunch or after school, and speak to the secretary. She will prepare the letter for you at her earliest convenience. You must return later that day or the next day to pick up your letter.

... I lost my MetroCard?

Report a lost or stolen card immediately to the general office, room 219, at lunch or after school, *never during class time*, so that other transportation arrangements can be

made, if necessary. A new MetroCard will be delivered to you within 2 school days. In cases of repeated loss, a parent/guardian will have to pick up your new card.

... I lost my ID card?

See Courtney in 219 about your lost card. You will have to go to room _____ after school and pay \$3.00 for replacement cards. The card will be reprinted and delivered to you.

... I don't feel well?

If you become ill, you should request a pass from your teacher to go to the general office, room 219. There, a school aide or secretary will give you a pass to the nurse. An ill or injured student cannot be sent home unless accompanied by a parent or guardian.

... I need to call home?

Come to the general office, room 219, at lunch or after school, and ask to use a phone.

... I have a problem with my schedule?

Talk to your advisor.

... I need a report card or transcript?

See your advisor or request at the office during lunch or after school. Your report card or transcript will be printed at their earliest convenience, and may not be ready immediately. You will be advised when you may come to pick it up.

... I need working papers?

Come to the general office, room 219, at lunch or after school. Kim will give you all necessary forms, and once completed, you will bring those forms back to her.

... I need to talk to someone confidentially?

There are many people on staff you can talk to. Your advisor, teachers and administrators are there for you and willing to help when you need it. We also have 3 social workers on staff. If you want to talk to Felix, Kelly or Samara and it is NOT an emergency, set up an appointment during lunch or before/after school.

If it is an emergency, we will make sure to get you the help you need right away. The social workers keep all conversations with students confidential, with some important exceptions. Conversations that reveal physical abuse, neglect, drug abuse, alcohol abuse, or otherwise harmful behavior to oneself require further action and must be reported by

law. Please be aware of this. This same legal obligation applies to all school faculty and staff, and is for your protection, not punishment. Please be aware of this when talking to any school staff member.

... I need condoms?

The New York City Department of Health makes free condoms available to high school students in the school's Health Resource Center, located in the student center, Room 215. If you need condoms, go to the student center and talk to the social workers during lunch or after school and they will make them available to you, unless your parent or guardian has indicated that you may not receive them.

... I have a conflict with another student?

Let an adult you trust know immediately. Courtney, the social workers or administration can conduct mediations between students with conflicts. Having your conflict mediated is an excellent opportunity to work out any problem you may have ***before it escalates***. Therefore, if you are having a conflict with another student, talk to your advisor or the social workers as soon as you can. They will determine the best way to intervene, and help provide you with solutions to your problem.

... I see something inappropriate on the internet?

If you see something inappropriate on the internet, like an offensive comment or picture on someone's Facebook page, or if you receive something threatening via Facebook, email, or text message, you must report it immediately to an adult in the community like your advisor, Courtney, the social workers or the administration team. The school does not tolerate cyberbullying. We take internet safety very seriously, and will impose strict consequences on students who violate the school's policy. In turn, you should therefore not engage in any exchange of words, pictures, or other information with anyone whom you know to be in violation of the school's policy, or you may be implicated as well.

... I have a question about college?

The college office is located in room 141A. The college counselor is named Talia. The office houses college, financial aid and scholarship information, applications, SAT I and SAT II bulletins, and a library of college handbooks accessible to all students. Your senior year, you will be enrolled in a class called College 101 where you learn more about colleges, scholarships, and spend the time writing your personal essay and applying to college.

... I have to take prescription medication?

If you are required to take prescription medication of any kind, the school nurse must have written documentation on file in the Nurse's office, from the prescribing doctor explaining that you must take the medicine, in collaboration with written documentation from your parent or legal guardian. The medication will only be accepted in the original prescription bottle, clearly identifying your name and dosage. Non-prescription medication cannot be distributed by any staff member of the Facing History School, and cannot be taken by any student.

... I have a problem with a teacher that I cannot resolve?

If you are frustrated with a teacher or not sure how to best communicate with a certain adult in the building, talk first to your advisor or a social worker. Serious problems with a teacher must be brought directly to any member of the administrative team in room 232. If the problem is urgent, see administration immediately.

... I am not passing my classes?

You have the opportunity to earn credit 2 times a year, called a cycle. Each semester lasts about 80 class days. You will receive written feedback from your teachers 4 times a year, at mid and end semester. Mid semester you receive progress report, where you get an update on how you are doing in class. Report cards are your final grades that will go on your transcript. Teachers should also give you updated progress reports through www.pupilpath.com and contact your advisor and parents if you are in danger of failing. Additionally, you and your parents should monitor your grades on [PupilPath](#) as well. If you fail classes at the end of the Semester, you may be eligible for credit recovery either after school or during summer school. Starting in the 2012-2013 school year, you can only earn up to 3 credits of credit recovery. Otherwise, you may need to repeat classes and double up on classes in order to graduate on time.

... I don't know how to read my transcript?

Transcripts can be confusing at first, but they are incredibly important to understand. The better you know your transcript, the better you can understand what you need to do to graduate and what colleges to apply for. You should look at your transcript after every semester to see if you are on track to be promoted. If you don't know how to read your transcript, ask your advisor to help. You can also set up an appointment with a social worker, college counselor or member of the administration team to review your transcript as well.

Speak like an FHS Upstander! *Here are some key terms that you will hear many times during your FHS journey:*

Advisor: Your advisor is like your FHS parent. The purpose of an advisor is to have at least one adult in the building who knows you as an individual and a scholar, who knows your family and who is ready to “be on your case and on your side.”

Academy: At FHS we have a 2 academies: a 9th/10th grade academy and an 11th/12th grade academy. In order to get into the 11th/12th grade academy, you need to earn all necessary credits and complete your presentations from the 9th/10th grade academy.

Choosing to Participate (CTP) Art Exhibition: During your senior year, you will demonstrate their knowledge of social justice issues and various artistic mediums (visual art, video, photography, music, poetry, etc) through an art exhibition. After researching a social justice issue of your choice for your History PBAT, you will create a “call to action” art awareness piece that shows their perspective on how to create change. You showcase their work for the school and the larger community at the Choosing to Participate Art Exhibition held each year in June.

Credit: You earn credits for being present in and passing a class. You can earn up to 1 credit a semester for most core academic classes that meet everyday. You need a certain number of credits each year to move on to the next grade and you need a total of 44 credits in very specific classes in order to graduate. It is very important that you are in class everyday and completing your work in order to earn the credit necessary to graduate on time.

Facing History and Ourselves: is an international non-profit that supports teachers and students through innovative curriculum that pushes students to consider moral and ethical questions about themselves and history. FHAO also provides the school with volunteers/tutors, support for student trips and professional development retreats, and a Speaker Series.

Habits of Learning (HOLs): help you talk about the process of your work and make connections between disciplines and the skills that make you successful. The HOLs are:

1. Independence –enables students to make smart decisions. These are the skills that help students organize and manage their lives, complete their work, and plan for the future.
2. Interdependence – requires collaboration and the ability to negotiate and compromise while working with others. Such social skills are necessary for

students to understand how their decisions affect not only their lives but also the larger world

3. Interpretation – demands critical thinking and analysis of the world around them. Students need to learn how to read for understanding and to assess point of view and perspective. Students also need to know how to interpret visual media, data, maps, and equations and make use of the scientific method to better understand our surroundings and ourselves.
4. Voice – is the keystone for both academic success and civic participation. Students will learn to communicate with others and express and defend their opinions, using evidence to back up their points of view.

Portfolios: Portfolios are a celebration of your work. In 9th grade, all students present regardless of work completed and their focus is on skill acquisition and reflection. In 10th grade, you need to have at least 3 major assessments to present that are graded on a department rubric and have a grade above 77% (C+). You will also present a cumulative year portfolio in their Foreign Language class. You need to present passing portfolios in all subject areas in order to move to the next grade level.

Panel: In your 10th and 11th grade years, you present one major paper or project to a panel of content teachers, your advisor, visitors and peer guests. You present your work and then answer content questions for each subject (except English) and most revision and presentation work is done independently and outside of the class.

PBAT: stands for Performance Based Assessment Task. You present a PBAT in each subject during your 11th and 12th grade years in order to graduate from the Facing History School. Successful presentations include a creative presentation of your project, a passing paper/project and demonstrated mastery of skills and content through a cover letter and answers to content questions.

Project Stay: a non-profit that works with our students for STD/HIV testing. They also run workshops on student health issues.

Speaker Series: every year, we have many upstanders come and share their story to students at our school. Speakers come a few times a semester and speak to the entire student body about how they have chosen to stand up against injustices such as racism, genocide and inequity.

Upstander: An upstander is someone who makes choices that help not only themselves, but better the lives of others. Upstanders do the right thing in moments of injustice. Upstanders choose to help others in need, speak up for people when they cannot speak up for themselves and speak up when they see something that is unfair.

An upstander works to create positive change for themselves, their loved ones and their communities.

Urban Arts Partnership (UAP): a non-profit that brings working artists to teach students. Because of UAP, you will have the opportunity to experience art classes like digital music, photography, visual art, drumming, and film.

FACING HISTORY SCHOOL 2017-2018 BELL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 8:40 - 9:27	1 8:40 - 9:27	1 8:40 - 9:17	1 8:40 - 9:27	1 8:40 - 9:27
2 9:30 - 10:17	2 9:30 - 10:17	2 9:20 - 9:57	2 9:30 - 10:17	2 9:30 - 10:17
3 10:20 - 11:07	3 10:20 - 11:07	3 10:00 - 10:37	3 10:20 - 11:07	3 10:20 - 11:07
LUNCH 11:07 - 11:40	LUNCH 11:07 - 11:40	LUNCH 10:37-11:10	LUNCH 11:07 - 11:40	LUNCH 11:07 - 11:40
5 11:43 - 12:30	5 11:43 - 12:30	5 11:13 - 11:50	5 11:43 - 12:30	5 11:43 - 12:30
6 12:33 - 1:20	6 12:33 - 1:20	6 11:53 - 12:30	6 12:33 - 1:20	6 12:33 - 1:20
7 1:23 - 2:10	7 1:23 - 2:10	7 12:33 - 1:10	7 1:23 - 2:10	7 1:23 - 2:10

8	8	8	8	8
2:13 - 3:00	2:13 - 3:00	1:13 - 1:50	2:13 - 3:00	2:13 - 3:00
2:15-3:00	2:15-3:00	1:25-2:10	2:15-3:00	2:15-3:00
[JROTC-9TH GRADE only]	[JROTC-9TH GRADE only]	[JROTC-9TH GRADE only]	[JROTC-9TH GRADE only]	[JROTC-9TH GRADE only]

9		9		9
3:15-4:00		2:05-2:50		3:15-4:00
[JROTC-10TH GRADE only]		[JROTC-10TH GRADE only]		[JROTC-10TH GRADE only]

STAFF
PARENT
ENGAGEMENT/
PROFESSIONAL
WORK
3:00 - 4:15

STAFF
MEETING
1:50 - 4:10

Promotion Standards Chart For Facing History Students

*** All students must complete FOUR years of study in Math, Science, English and History to meet graduation standards. ***

Promotion Standards – Grades 9 – 12			
	Coursework/Presentations/ Exams	Minimum Credits	Attendance
To complete Grade 9	Successful completion of standards in all academic subject areas. Completion of a Portfolio Presentation in each core content class in January and June	10 2 credits in each English and Global History 1.5 credits in each Math and Science 1 credit in health 1 credit in physical education .50 credits in Art or Music .50 credits in additional elective	90%
To complete Grade 10	Successful completion of standards in all academic subject areas.	23 4 credits in each English and	90%

	<p>Completion of a Portfolio Presentation in each core content class in January and June</p> <p>Completion of World Language Portfolio in June</p> <p>Completion of History Panel in June</p>	<p>Global History</p> <p>3 credit in each Math and Science.</p> <p>1 credit in Art or Music</p> <p>2 credits in physical education</p> <p>2 credits in World Language</p> <p>2 credits in Advisory and 1 credit in an additional elective <i>(1 credit in health from 9th grade)</i></p>	
To complete Grade 11	<p>Successful completion of standards in all academic subject areas.</p> <p>Score of 65 or higher on the ELA Regents examination.</p> <p>Completion of Math and Science Panel in January</p> <p>Completion of English and History PBAT in June</p>	<p>33.5</p> <p>6 credits in each English and History (4 Global History, 2 US)</p> <p>4.5 credit in each Math and Science.</p> <p>1.5 credits in Art or Music</p> <p>3 credits in physical education.</p> <p>4 credits in Advisory <i>(1 credit in health from 9th grade)</i></p> <p><i>(2 credits in World Language from 10th grade)</i></p> <p><i>(1 credit in an additional elective)</i></p>	90%
To complete Grade 12 and earn a Regents Diploma	<p>Successful completion of standards in all academic subject areas.</p> <p>Completion of Math and Science PBAT in January</p> <p>Complete the FHS Choosing to Participate Project in June</p> <p>Complete 250 Community Service hours.</p>	<p>44</p> <p>8 credits in each English and History (4 Global History, 2 US, 1 Government, 1 Economics)</p> <p>6 credit in each Math and Science.</p> <p>4 credits in Physical Education,</p> <p>2 credits in the Arts or Music.</p> <p>6 credits in Advisory <i>(1 credit in health from 9th grade)</i></p> <p><i>(2 credits in World Language)</i></p> <p><i>(1 credit in an additional elective)</i></p>	90%

- Students graduating from The Facing History School will complete four years of study in each of the four core content areas (English, Math, Science, Humanities) and complete all grade specific portfolio, panel and or PBAT presentations to show mastery of content and skills.

- Students graduating from The Facing History School must earn a total of 8 credits in English, 8 credits in History, 6 credits in Math, 6 credits in Science, 2 credits in World Language, 4 credits of gym, 1 credit of health, 2 credits in Art or music, and 7 additional elective credits (*Advisory counts towards this requirement*) AND must successfully complete (earning a grade of 65 or higher) all 4 content PBATs as well as pass the ELA Regents (earning a grade of 65 or higher)

The Facing History School Plagiarism Policy

Adapted from Terryville High School, MA by Lisa Dadush 2/2012

Rationale: The faculty at The Facing History School is committed to teaching students how to become ethical users of information and ideas. It is our responsibility not only to educate students in the research process and mechanics of writing and proper documentation, but also to hold these students accountable for honest work. Whether an assigned project is visual, written, or spoken format, students are expected to accurately reference all sources of information consulted for the project. Plagiarism is regarded as a serious offense and will not be tolerated by The Facing History School or any other institution of higher learning. It is an expectation that all departments and students adhere to and enforce this policy.

Definition of Plagiarism

1. Copying of another person's ideas and/or works, whether intentional or not, in whole or in part, from a print or non-print source, and using those ideas or works as one's own.
2. Purposeful and/or consistent lack of proper documentation and citation in the project or paper.
3. In-text documentation that is not listed on the Works Cited page.

Definition of Paraphrasing

1. Expressing the meaning of [something] using different words, often to clarify a meaning or interpretation
2. If a work is not plagiarized, but it is paraphrased without using proper citations, it is considered plagiarized

Plagiarism and/or paraphrasing includes:

- Copying homework
- Copying classwork
- Copying cover letters
- Copying a paper or project

This applies to both a student who copies, and a student who allows another student to copy their work.

Teacher Responsibilities: Facing History School teachers are to provide the following at the beginning of the paper or project to support students:

1. An assignment sheet with detailed instructions including requirements for in-text citations and/ Works Cited page;
2. A rubric outlining assessment at all points of the process and for the final product;
3. Clear guidelines regarding acceptable amount of help from peers or other adults.
4. *In addition, teachers are responsible for:*
5. Assisting students who are having difficulty finding and interpreting information;
6. Assisting students in how to manage time and deadlines throughout the research process;
7. Meeting with student on formatting and writing the project or paper.

Student Responsibilities: Students at FHS are expected to:

1. Submit original work;
2. Follow the project instructions and deadlines assigned by the teacher;
3. Ask questions and seek help from appropriate people (teachers, the librarian);
4. Follow the Facing History School MLA Style Guide (see below)
5. Cite in-text or in-project sources correctly and accurately;
6. Format Works Cited pages correctly and accurately.

Plagiarism Violations: If a teacher has sufficient reason to believe that a student has plagiarized, the teacher must determine the level of plagiarism according to the criteria below. The teacher then brings the work to the administration where a meeting will occur to determine what actions, if any, will be taken.

1. Level 1 may occur due to ignorance or inexperience on the part of the student. An example of plagiarism at this level may involve a student using a paragraph or a few lines of text without citing the material properly, however, most of the paper is the student's own work. This can be handled by the teacher.

Recommended procedures for first-degree violations are outlined below; any one or more procedures may be chosen:

1. A make-up assignment.
2. A lower grade on the original assignment.

**** Teacher must call home and let parent know that this happened and what the consequence will be. Document call and outcome in online system****

2. Level 2 is considered a more serious plagiarism offense. Examples of this violation include use of one or more paragraphs of another's ideas and/or works without correct citation. Incorrect citation may often take the form of improper paraphrasing. Although some of the work is the student's, it is evident that much of the work has been taken from other sources and not referenced. This can also be handled by the classroom teacher unless s/he wants Admin support. ***If a panel/PBAT paper is copied, then it is automatically a level-three violation.***

Recommended procedures for Level 2 are outlined below; any one or more procedures may be chosen:

1. Documented parent phone call or meeting with parent. Student receives a failing grade and must revise or re-do the assignment.
2. Documented parent phone call or meeting with parent. Student receives a failing grade and must do a new assignment.

III. A third-degree violation is a severe case of plagiarism and indicates the majority of a student's work has been taken from another source or sources and not cited. An example may be the copying of another student's work or other materials as one's own for summative papers, projects or PBATs. Also, this violation may involve improperly taking information and/or intentionally altering it, i.e. citing sources that are not actually sources. In addition, a third-degree violation occurs when a student has been found guilty of plagiarism in a prior instance.

Recommended procedures for Level 3 violations are outlined below; any one or more procedures may be chosen:

1. Documented phone call home (unless it is a graduation-level paper that means the student may not graduate - then a parent meeting is necessary)
2. Mandatory meeting with Administration. Depending on the severity, disciplinary action taken by administration.
3. Student must re-write the paper or re-do the project.

Students who plagiarize or allows another student to copy any form of work will be asked to revise the work in question, and risks the opportunity of presenting, and puts themselves at risk for not graduating.

Facing History Cell Phone/Electronic Device Contract

FHS Cell Phone Policy (Beginning March 2nd, 2015): As of Monday, March 2nd, FHS students are now permitted to bring cell phones to school. Administrators met with the School Leadership Team and PTA to discuss the new policy and we have agreed on the following.

- Students must keep their phones stored and locked in their assigned personal lockers at all times and turned off as not to ring and disrupt instruction. Lockers were assigned in the beginning of the year and are not to be shared with other students. Locks are available for purchase at school for \$2.50.
- If a student is seen with a phone it will be confiscated and a parent/guardian will be required to pick it up.
- ***The school will not be responsible for any damaged, lost or stolen phones.***
- Any student seen videotaping in school will be subject to the Chancellor's Discipline Policy
- It has always been the policy at FHS that parents can reach their students by calling the office. There is also a phone in the office for student use. Since students will not have access to their phones during class times, the easiest way to reach your child during the day is by calling the office.

Rationale: Students are expected to demonstrate mature, professional behavior and this also applies to cell phone use. Cell phones in schools are meant to allow students to easily communicate with parents/guardians before or after school time. We expect our students to be responsible with this privilege and not disrupt classes or instructional time with personal cell phone use.

I know that having a cell phone to use is a privilege. I understand that in order to exhibit professional behavior and keep my property safe, that I will not have my cell phone out at all during class time and will keep it locked away in my personal, school assigned locker. I will adhere to the following expectations:

1. I will practice proper etiquette when using my cell phone in public places and be conscious of how my usage or language affects those around me. **I will make sure my phone is turned off or silenced and locked away during class times.**
2. If I have an electronic device (Ipad, kindle, laptop, etc), I realize that I can only use it in class with teacher approval and only for class work. I will not use my electronic devices for social media, bullying or videotaping/taking pictures.

3. I understand that having a cell phone is a means of communication and is not a replacement for actual face to face interaction with my friends and family members. Therefore, when I am with others, I will make the people I am with my priority.
4. I understand that if I have my cell phone out during class or am using an electronic device for purposes other than teacher-approved work, I risk having my phone/device confiscated and a parent/guardian will have to come and pick the phone.
5. I understand that I may not record, videotape, or take pictures of the teacher or other students in the class, during class.
6. Students will not go to any inappropriate sites that they can access on their cell phones/electronic device.
7. I understand that the school is not responsible if my phone/electronic device is lost, stolen or damaged. I understand that I should not ask teachers/school staff to hold my phone/electronic device.

Parent/Guardian:

I understand that my son/daughter is now allowed to bring their cell phone to school with the above expectations. If my son/daughter violates the contract I will allow the school to confiscate the device according the above provisions and will have to come to the school in order to pick the phone up.

It has always been the policy at FHS that parents can reach their students by calling the office. There is also a phone in the office for student use. Since students will not have access to their phones during class times, the easiest way to reach your child during the day is by calling the office.

**** This contract is for your information. You are subject to the rules and expectations whether you or your parents sign. Not signing the contract or not having a parent sign the contract does not mean you are exempt from the rules/expectations. ****