

Joseph C. Wilson Magnet High School

International Baccalaureate World School



Parent & Student Handbook

2017-2018

501 Genesee Street
Rochester, New York 14611
(585) 328-3440
Fax: (585) 935-7467

NOTICE OF NON-DISCRIMINATION

The Rochester City School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York state and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations.

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Consult this handbook to help identify the people and resources needed to ensure a quality education for your son or daughter. Always feel welcome to contact us for a more in-depth explanation of Joseph C. Wilson Magnet High School's programs, policies, and procedures. Advisory teachers and counselors are available to provide support, information, and advocacy.

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2017-2018 Bell Schedule

10th & 11th Grade

<u>Period</u>	<u>Start</u>	<u>End</u>
HR	7:30	7:50
1	7:50	8:33
2	8:37	9:20
3	9:24	10:07
4	10:11	10:54
5 Lunch	10:58	11:22
6E	11:26	12:09
7	12:13	12:56
8	1:00	1:43
9	1:47	2:30

9th Grade

<u>Period</u>	<u>Start</u>	<u>End</u>
HR	7:30	7:50
1	7:50	8:33
2	8:37	9:20
3	9:24	10:07
4	10:11	10:54
5	10:58	11:41
6 Lunch	11:45	12:09
7	12:13	12:56
8	1:00	1:43
9	1:47	2:30

11th & 12th Grade

<u>Period</u>	<u>Start</u>	<u>End</u>
HR	7:30	7:50
1	7:50	8:33
2	8:37	9:20
3	9:24	10:07
4	10:11	10:54
5	10:58	11:41
6L	11:45	12:28
7 Lunch	12:32	12:56
8	1:00	1:43
9	1:47	2:30



Joseph C. Wilson Magnet High School

Julie Roselli, Principal

501 Genesee Street
Rochester, NY 14611
585-328-3440

International Baccalaureate World School

Dear Joseph C. Wilson High School Family,

It is with great excitement that I welcome you to our school!

The Wilson community is dedicated to providing our students academically challenging courses along with fun, positive social opportunities. As part of welcoming you to our family, I would like to remind you of our vision for our students.

Our vision is: "Excellence for all students in all aspects of their development."

What does this mean for your child?

Our mission is to use the International Baccalaureate (IB) philosophy to guide individual student success.

- This means:
 - Individualized high standards for all
 - Multiple pathways towards graduation including Career Development, Regents, Dual-Credit, Advanced Placement (AP), and IB Diploma Program (DP) courses
 - Infusing the IB philosophy into all of our courses
 - Backward mapping courses to ensure future success
 - An international mindset that will be at the forefront of our environment and pedagogy
 - Utilizing the IB approaches to learning and learner profile in all courses to develop the whole child

The academic preparation offered in the International Baccalaureate Programme and Middle Years Programme is unparalleled. Our school encourages our students to take ownership in their learning and take full advantage of the IB Programme. Additionally, our school offers a wide array of extracurricular opportunities to support and personalize students' learning experience.

We have prepared this handbook in an effort to provide you with pertinent information about school programming, policies, and expectations. Please acquaint yourself with the contents of this manual. This is a guiding document, it is not intended to cover all of the New York State Education Department and/or Rochester City School District rules, regulations, and policies.

If you have any questions, feel free to contact our office at (585) 328-3440. It is going to be a wonderful school year!

Sincerely,

Julie Roselli



Joseph C. Wilson Magnet High School



Vision

Excellence for all students in all aspects of their development

Mission

Our mission is to use the International Baccalaureate (IB) philosophy to guide individual student success.

- This means:
 - Individualized high standards for all
 - Multiple pathways towards graduation including career development, Regents, dual-credit, Advanced Placement (AP), and IB Diploma Program (DP) courses
 - Infusing the IB philosophy into all of our courses
 - Backward mapping DP courses to ensure future success
 - An international mindset that will be at the forefront of our environment and pedagogy
 - Utilizing the IB approaches to learning and learner profile in all courses to develop the whole child



Joseph C. Wilson Magnet High School

Main Office Phone: 585-328-3440

Main Office Fax: 585-935-7467

Principal

		<u>Phone</u>
Mrs. Julie Roselli (Vanderwater)	Principal	Ext. 1320

Assistant Principals

Mr. Richard Fischpera	Assistant Principal	Ext. 1271
Ms. Jennifer Johnson	Assistant Principal	Ext. 1302
Mr. Dave Passero	Assistant Principal	Ext. 3292
Ms. Denise Quamina	Assistant Principal	Ext. 2101

Athletic Director

Ms. Daisy Morales	Athletic Director	Ext. 1163
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Clerical Support

TBD	Senior School Secretary -Main Office	Ext. 1301
Ms. Gloria Betancourt	Clerk IV-House Office 329	Ext. 3290
Mrs. Saretha Cunningham-Hudgeon	Clerk III-Main Office	Ext. 1000
Mrs. Lindsay Walther	Clerk II-House Office 210	Ext. 2100

Guidance Counselors

Mrs. Wendy Clifford	Counselor A-G	Ext. 4215
Mr. Meade Heilmann	Counselor H-M	Ext. 4262
Mrs. Melanie Williams	Counselor N-Z	Ext. 4211
Mrs. Chenetta Hunter-Stokes	Counselor 9 th Grade	Ext. 3293

Social Worker

Mrs. Carol Lurye	Social Worker	Ext. 1171
Mrs. Ellen Tanner	Social Worker	Ext. 3182
Mrs. Gloria Johnson-Hovey	Social Worker 9 th Grade	Ext. 3160

Home School Assistant

Mr. Carl Gause	Parent Liaison	Ext. 1170
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Nurse

Ms. Gena Smith	Nurse	Ext. 4051
Ms. Liceth Rodriguez	Nurse Assistant	Ext. 4050

Custodial Engineer

Mr. William Davis	Custodial Engineer	Ext. 4500
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The IB Learner Profile

Joseph C. Wilson Magnet High School students are expected to demonstrate the following IB Learner Profile.



- Risk-takers** – approach unfamiliar situations with courage and are willing to explore new ideas.
- Inquirers** – develop their natural curiosity by acquiring skills to conduct research and enjoy learning.
- Communicators** – understand and express ideas in more than one language and in a variety of ways while working with others.
- Reflective** – give thoughtful consideration to their own learning and experiences.
- Open-minded** – understand and appreciate their own cultures and personal histories and are open to values and traditions of others.
- Caring** – show empathy and respect towards the needs and feelings of others.
- Thinkers** – learn to think critically and creatively in order to make decisions.
- Principled** – act with honesty and respect for individual groups and communities while taking responsibility for their own actions.
- Balanced** – understand the importance of intellectual, physical and emotional balance.
- Knowledgeable** – explore ideas and issues that have local and global significance to develop an understanding in many different areas



Rochester City School District

Calendar of Events

2017-2018

Sept. 4 Labor Day Holiday (All Facilities Closed)
Sept. 5 First Day for Teachers
Sept. 5 Superintendent's Conference Day (No school for students)
Sept. 6 School Opens (Full day for PreK-12 students)
Oct. 6 Superintendent's Conference Day (No school for students)
Oct. 9 Columbus Day Holiday (All Facilities Closed)
Oct. 10 Parent/Teacher Conferences/Elementary
Oct. 12 Parent/Teacher Conferences/Secondary
Nov. 10 Veteran's Day Holiday (All Facilities Closed)
Nov. 22 Recess Day
Nov. 23-24 Thanksgiving Holiday (All Facilities Closed)
Dec. 25-29 Winter Recess (Dec. 26 All Facilities Closed)
Jan. 1 New Year's Day Holiday (All Facilities Closed)
Jan. 2 School Resumes
Jan. 15 Martin Luther King Day Holiday (All Facilities Closed)
Jan. 22-25 Regents Exams
Feb. 19 Presidents' Day Holiday (All Facilities Closed)
Feb. 19-23 Mid-Winter Recess
March 6 Parent Teacher Conferences/Elementary
March 8 Parent Teacher Conferences/Secondary
March 30 Good Friday (All Facilities Closed)
April 2-6 Spring Recess
April 6 Make-up Day for Emergency Closings
April 23 Superintendent's Conference Day
May 28 Memorial Day Holiday (All Facilities Closed)
June 5 Transition Regents Exam in Global History and Geography. Gr. 10
June 12-21 Regents Exams (No Exams on June 15 and June 22 (Rating Days)
June 15 & 22 Rating day (No Exams)
June 21 Last day of school for PreK-12 Students
June 22 Superintendent's Conference Day

Advanced Placement (AP) Courses offered at Joseph C. Wilson Magnet High School

AP English Literature
AP Math Calculus AB
AP Statistics

AP English Language
AP Computer Science
AP Chemistry

Homeroom

Advisement is a critical feature of the Joseph C. Wilson Magnet High School educational experience. It is expected that all students be on time and in attendance to advisement on a daily basis. The purpose of advisement is to build a strong community that fosters relationships between students and adults. The goal is to improve relationships, attendance, behavior, and academics. It also serves as a means to gain social/emotional and academic support in an appropriate manner.

Athletics

Academic Eligibility for Sports & Extracurricular Activities: Superintendent's Regulation 5305-R



ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES REGULATION

Students participating in all extracurricular activities and/or interscholastic athletics, except those that are required to obtain class credit, shall be subject to the following eligibility requirements:

A. Academic Eligibility

General Requirements

Students must meet the District's mandatory attendance requirements in all classes in accordance with the current RCSD Attendance Policy. In order to be eligible for extracurricular activities students must maintain a cumulative "C" or a 2.0 average for all scheduled subjects, maintain a 93% daily in-class attendance for all classes, demonstrate good school citizenship, and meet any requirements set by Section V.

Additional Requirements

A student who meets the General Requirements above, nevertheless, will be **ineligible** if he or she is failing in two or more classes, regardless of his/her cumulative Grade Point Average (GPA). Students who are ineligible under this paragraph may participate in practice if they attend tutoring in the failing subjects. Students will remain ineligible under this paragraph until the student receives either a 3-week progress report or marking period grade report which shows that, in addition to meeting the General Requirements, the student is receiving a failing grade in no more than one class. (Student's failing one class will be placed on probation.)

During any ineligible period, the school attended by the student must provide opportunities for the student to receive additional academic assistance and/or tutoring.

Probation

A student who meets the General Requirements, but whose 3-week progress report or marking period report card shows that he or she is failing any one class, shall be placed on academic probation for so long as the student's reported grades or 3-week progress reports indicate at least one failing class.

While on academic probation a student may participate in practice, competitions and other extracurricular activities provided that he/she meets all conditions of probation including:

1. Special academic assistance as assigned/approved by the building Principal or his/her designee (i.e. Athletic Director/Assistant Principal in a specific subject area) as deemed necessary and appropriate and depending on teacher availability.
2. Students must maintain 100% attendance in study sessions, in order to be able to participate in practices and/or contests as set forth above.

B. Standards of Conduct

Students participating in extracurricular athletics and activities are perceived as leaders within the school community and are expected to be good role models and to act in a responsible manner. At a minimum, in addition to the above, to remain eligible for extracurricular activities and/or interscholastic athletics, students must conform to the established behavior standards as defined in RCSD Code of Conduct and relevant administrative regulations and guidelines. Behavioral standards include a ban on consumption/use of alcoholic beverages, drugs and/or tobacco products. These standards extend to student conduct off school grounds, including student attendance at parties off school grounds where alcohol and/or illegal drugs are present.

The Athletic Director will provide coaches with copies of the Code of Conduct and any other applicable standards of conduct for dissemination to students at the start of each school year and interscholastic sport season. Club/extracurricular activity advisors should request copies of the Code of Conduct from the building Principal to be distributed to participants. The Athletic Director or designee should also discuss these expectations with participating students.

Students who are subject to disciplinary suspension, in school or out-of-school, shall not be eligible to participate in any week in which they receive such suspension. The building Principal may suspend a student from participation in extracurricular activities, including interscholastic athletics, as a consequence for bad behavior. Prior to such suspensions, the student and parent shall have an opportunity to meet with the Principal to discuss the proposed discipline.

C. Eligibility Process

Athletic Director has the primary responsibility for administering the Eligibility Policy. However, it is the responsibility of the building Principal or his/her designee and the Athletic Director to monitor the student's academic progress and compliance with this regulation.

Prior to allowing a student to participate in extracurricular activities or interscholastic athletics, the Athletic Director or applicable advisor shall review the student's attendance, disciplinary record and grade report for the preceding 6-week marking period. If the student meets all of the General Requirements and Additional Requirements, he/she will be declared eligible to participate. Eligibility for fall sports may be based upon either the student's fourth marking period grades or the student's final cumulative GPA for the prior school year. Students, who are eligible based upon final cumulative GPA and/or attendance record, but who failed to meet the General Requirements and Additional Requirements based upon their fourth marking period report card, shall be placed on academic probation at the beginning of the season. Summer school grades may replace failed course grades.

All students will be required to obtain a Three Week Progress Report in each of their academic subject areas (Exhibit 2), which will provide the following information:

- a. Daily attendance, including tardiness;
- b. Whether all homework and class assignments have been completed;
- c. Academic Progress since last marking period;

- e. Attendance at mandatory study halls and/or tutoring sessions;
- f. Any disciplinary referrals.

Each classroom teacher must sign the Progress Report or it will be considered invalid. Forgery of any teachers name will result in immediate dismissal from the athletic program or extracurricular activity. Student report cards will be used to determine eligibility at the six-week marking periods. If there is a significant difference between the Progress Report and a student's report card, the Principal or designee shall meet with the teacher to determine the reason for such difference.

Upon receipt of the Progress Reports or report cards, the Athletic Director or designee shall determine, whether a student is eligible to participate, should be placed on probation, or is ineligible to participate. Generally, ineligibility will continue for three-week periods. Upon a showing of improved academic performance (by at least ½ letter grade, e.g. C- to C) and class/tutoring attendance, the Principal may request that the Athletic Director reconsider a student's eligibility prior to the end of the three week period.

Any requests for reconsideration regarding a student's/athlete's eligibility status based on extenuating circumstances will remain within the province of the building Principal for determination. The documents and process in which these decisions are made must be kept on file at the building level.

D. Training Rules

To remain eligible for interscholastic athletics, students must conform to the established training rules for the sport in which they are participating. "Training Rules" are generally accepted as a condition of participation in student athletics, and include such requirements as attendance at practices and participation in individual training programs. All students/athletes and parents will be required to sign Parent Consent forms for the year and a Sports Contract at the beginning of every season, in order for their children to participate in the athletic program.

E. Athletic Transfer and Eligibility

Under Section V rules, transferring to a different school within the District may adversely affect a student's ability to participate in interscholastic sports. If a student athlete expresses an interest in transferring to another school within the District, the following steps should be taken:

1. The student's current coach, Athletic Director, and/or building administrator, must have a documented conversation with student and parents about the possible implications a transfer may have on their child's athletic participation for the current or upcoming school year.
 - a. If a student athlete approaches his or her coach or the coach in a school building of interest, that coach must immediately advise the Athletic Director of the student's current school of all issues, concerns, or applications. Coaches are expressly prohibited from recruiting student athletes from other schools within the District.
2. The Athletic Director, in consultation with the Executive Director of Health, Physical Education and Athletics, shall review information and determine whether the student's ability to participate in interscholastic athletics will be adversely affected by a transfer.
 - a. If the Athletic Director determines that the student's ability to participate in interscholastic athletics will be adversely affected by a transfer, the Athletic Director shall provide the student and his or her parents a written explanation of Section V's rules and the consequences of transferring. If the student and/or parent still wishes to request a transfer, the written explanation shall be included with the voluntary transfer request.
 - b. If the Athletic Director determines that the student's ability to participate in interscholastic athletics should not be adversely affected by a transfer, the Athletic Director shall document the reasons for such determination, which shall be included with the student's voluntary transfer request.
3. If the Athletic Director determines that a transfer should not adversely affect a student's ability to participate in interscholastic athletics or the student and/or parent disagrees with the Athletic Director's negative

determination, the Executive Director of Health, Physical Education and Athletics shall forward the student's application for voluntary transfer and any supporting information to the Executive Director of Section V, who shall make a final and binding determination of the student's eligibility to participate in interscholastic athletics should he/she transfer to the school of interest.

4. The Executive Director of Health, Physical Education and Athletics shall inform the Athletic Director of Section V's determination, who shall advise the student and parent. If the student and/or parent wish to continue with the voluntary transfer process, the student's application for voluntary transfer shall be forwarded to Placement for processing according to the District's usual transfer procedures.
5. The above procedures shall not be required for students requesting a safety transfer under Superintendent's Regulation 8135-R.

Coaches who attempt to influence or bypass the requirements of this regulation will be subject to corrective action up to and including, removal from their coaching position and disqualification from future coaching assignments.

F. Medical Exams:

It is **REQUIRED** for you to have a physical examination, either from your family physician, a clinic, hospital, or from the school to participate in sports. It is also required for each student-athlete to have a nurse screening prior to **each** season.



G. Coaching Staff

FALL SPORTS	COACHES
Boys Varsity Football	Head Coach: Greg Mortier; Asst. Ron Cavuoto, Asst. Ellis Randall, Asst., Asst. Steve Scofield
Boys JV Football	Head Coach: Brian Hugelmaier, Asst. Maurice Rice, Asst. Adam Salvati
Girls Varsity Volleyball	Michael Meise
Girls JV Volleyball	Ernest Keen
Girls Varsity Tennis	Tom Mueller
Boys Varsity Soccer	Joshue Schipper
Girls Varsity Swimming	Tom Burke
Boys/Girls Varsity Cross Country	Brandon O'Toole w/SOTA
Boys Varsity Volleyball	Dwight Robinson w/Monroe
Cheerleading	Maxine Hart
Girls Varsity Soccer	Nicole Hercules w/SOTA
WINTER SPORTS	COACHES
Boys Varsity Basketball	Brendan O'Toole
Boys JV Basketball	Richard O'Toole
Boys Freshman Basketball	TBD
Boys Varsity Wrestling (Held @ Wilson Foundation)	Scott Lazarek
Boys Varsity Wrestling Asst.	John Williams
Girls Varsity Basketball	Wilbert Surphlis
Girls JV Basketball	James Taylor
Indoor Track (Boys & Girls)	TBD
B/G Bowling	Brian Hugelmaier
Cheerleading	Maxine Hart
SPRING SPORTS	COACHES
Boys Varsity Baseball	Ron Cavuoto
Boys JV Baseball	Brian Hugelmaier
Girls Varsity Softball	Greg Mortier
Girls JV Softball	Steven Scofield
Boys Varsity Track	Head Coach: Brandon O'Toole
Girls Varsity Track	Head Coach: Scott Miller Asst.: Michael Terry
Boys Varsity Tennis	Tom Mueller
Coed Varsity Golf	Michael Meise
Coed JV Golf	Scott Lazarek

H. **Interscholastic Sports:** The activities listed are an extension of the instructional program and are open to every student:



Wilson
Sport Offerings
2017-18

For program information, call the athletics office at 328-3440 Ext. 1163.

Fall Season – Starts 08/14	
Varsity Cheerleading Boys JV Football Boys Varsity Football Boys Varsity Soccer Boys Varsity Volleyball (@ Monroe) Boys/Girls Varsity Cross Country	Girls Varsity Soccer (@ SOTA) Girls Varsity Swimming Girls Varsity Tennis Girls JV Volleyball Girls Varsity Volleyball
Winter Season – Starts 11/06	
Boys Freshman Basketball Boys JV Basketball Boys Varsity Basketball Boys Varsity Swimming Varsity Wrestling	Girls Varsity Basketball Girls JV Basketball Co-Ed Varsity Bowling Varsity Cheerleading Boys/Girls Varsity Indoor track
Spring Season – Starts 03/05	
Boys JV Baseball Boys Varsity Baseball Boys Varsity Tennis Boys Varsity Outdoor Track	Co-Ed Varsity Golf Co-Ed JV Golf Girls JV Softball Girls Varsity Softball Girls Varsity Outdoor Track

Attendance

If a student is absent for any reason, parents/guardians should notify your house office as soon as possible.

Returning to school after an absence

When students return to school after an absence, they must bring a note to the House Office from a parent or guardian which should include the following information:

- Date(s) of absence
- Reason
- Parent/ Guardian Signature
- Telephone number where parent can be reached

Missed Assignments

- Following an absence, students will have 10 school days to make up an assignment
- It is the student's responsibility to contact the teacher regarding missed work

Attendance to class

It is expected that all students regularly attend scheduled classes. No students should have an excused period.

If a student is scheduled for an early release, that student must exit the building immediately at that time. If the student wishes to see a teacher, the student must have a pre-signed pass by that teacher. If not, the student will be escorted out of the building.

Tardiness

Students arriving during first period should report directly to Homeroom.

After first period, students who are late should obtain a pass at the SSO Desk and proceed to class.

Early Dismissal

Parent/guardian must provide the following information for early dismissal to the house office

- Date and time of dismissal
- Reason for dismissal
- Parent/Guardian signature
- Telephone number where the parent/guardian can be reached
- Parent/Guardian must come inside the school and sign out their child for early dismissal

Class Ranking

At the end of the junior year, a class rank is calculated for each student. The rank reflects scholarship and is based on final report card marks in grades 9 through 11. The computation includes provisions for weighing grades in IB, AP, Regents and Regents-type courses more heavily than others. Colleges usually request this information, as do some employers.

College Testing Dates

SAT Test Dates 2017-2018

The Scholastic Assessment Test (SAT) measures verbal and mathematical abilities, which the student has developed over many years, both in and out of school. Students must pre-register and they must meet with their counselor. Along with high school course transcripts, grades and attendance information, most colleges require these scores as part of the admissions process. The student's counselor will provide you with all the details regarding this test. .

Test Date	Registration Deadline	Late Registration
October 7, 2017	September 8, 2017	September 27, 2017
November 4, 2017	October 5, 2017	October 25, 2017
December 2, 2017	November 2, 2017	November 21, 2017
March 10, 2018	February 9, 2018	February 28, 2018
May 5, 2018	April 6, 2018	April 25, 2018
June 2, 2018	May 3, 2018	May 23, 2018

SAT Registration: <https://sat.collegeboard.org/register/sat-us-dates>

PSAT/NMSQT–10/11th Graders

The PSAT/NMSQT is a multiple-choice test that is administered to sophomores and juniors in October. The test lasts one hour and forty minutes and is divided evenly into a verbal and mathematical section. Taking the PSAT/NMSQT is the only route of entry to the two annual competitions conducted by NMSC – the National Merit Scholarship Program and the National Achievement Scholarship Program of Outstanding Black Students.

PSAT 2017 Test Date Wednesday, October 11 & Saturday, October 14

ACT Assessment

The ACT assessment includes four curriculum-based tests that measure students' educational development in English, mathematics, reading, and science reasoning. The tests are based on the major areas of instruction in American high schools and colleges. A student's performance on the test has a direct and obvious relationship to his or her academic development. The meaning of that performance, as indicated by scores and sub-scores can be readily grasped and interpreted both by educators and by students.

ACT Assessment Dates 2015-2016

Test Date	Registration Deadline	Late Fee Required
September 7, 2017	August 4, 2017	August 5-18, 2017
October 28, 2017	September 22, 2017	September 23-October 6, 2017
December 9, 2017	November 3, 2017	November 4-17, 2017
February 10, 2018	January 12, 2018	January 13-19,2018
April 14, 2018	March 9, 2018	March 10-23, 2018
June 9, 2018	May 4, 2018	May 5-18, 2018
July 14, 2018	June 15, 2018	June 16-22, 2018

ACT Registration: <http://www.actstudent.org/regist/dates.html>

Committee on Special Education

- Parents are a legally mandated member of the Committee on Special Education (CSE). You know your child the best. As the parent, you understand many of their strengths and needs.
 - As a member of the CSE you should:
 - Offer insight into how your child learns and what their interests are
 - Listen to what the other team members think your child needs
 - Report on whether skills your child is learning at school are being used at home
 - Ask questions
 - Work with the team to develop the IEP
 - Other members:
 - General education teacher
 - Special education teacher
 - School psychologist
 - Social worker
 - Possibly: interpreters, district representatives, physicians, additional parent member, other persons with knowledge expertise, a child if they are 15 years or older
- For more information, please contact Jennifer Johnson, Ext.1302

Counselors

Each student is assigned a school counselor who is available to answer any questions or address any concerns that you may have regarding your student's program, grades, scholarships, college applications or class schedule. They are student advocates who ready and willing to also help you with issues that may be personally affecting you.

Course Change/Drop Policy

All course changes and course drops must take place by the last day in September (9/30/2017)

All course changes must be documented on the school's official course change form and changes will only be made after all required signatures are recorded. Please contact the appropriate grade level house office for assistance.

Any course change or drop after the deadlines will only be authorized based on program error, graduation requirement(s), and/or changes in an Individualized Education Program (IEP).

All course changes must be documented on the school's official course change form and changes will only be made after all required signatures are recorded.

AP course changes must have the authorization of the AP Coordinator and building Principal.

IB course changes must follow the separate voluntary program transfer policy and have authorization of the IB Coordinator and Principal.

DRESS CODE

Rationale

A dress code and its implementation impact both the constitutional rights of students and the responsibilities of school officials to maintain an environment conducive to learning. As such, the purpose of this dress code is to strike a positive balance between a student's right to free expression and the educational mission of the district.

Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should, at a minimum, adhere to the dress code, as well as exemplify acceptable dress and help student develop an understanding of appropriate appearance in the school setting.

Clothing, accessories or appearance that run contrary to the district's educational mission, cause a material or substantial disruption of the educational process, or infringe upon the rights or safety of others, can be regulated.

It is important to note that mere dislike or offense is not sufficient grounds to restrict speech or expression, including dress or appearance. All such restrictions must stem from something greater than personal preference, beliefs or taste. This means that to be lawfully regulated, the attire or garb must truly be a substantial or material interruption, infringe upon the legitimate rights or safety of others, or be contrary to the school's educational mission.

This dress code applies to both students and adults any time they are on District property, including the school buildings and Central Office, and whenever they are attending any school function wherever located.

Standards

All persons are expected to give proper attention to personal hygiene and to dress appropriately for school and school functions. When on school property or at a school function, a person's dress, grooming and appearance, including jewelry, make-up and nails, must:

- Cover buttocks, stomach/midriff and chest.
- Not include clothing, headgear or jewelry that is associated with or identifiable as a symbol of gang membership. At Wilson, we believe removal of all head gear is a sign of respect for the educational institution. All students will be asked to remove head gear if not representational of religious beliefs
- Be void of abusive, suggestive or profane language; symbols of illegal substances; or any other words symbols or slogans that disrupt the learning environment or deny dignity or respect to others.
- Include shoes, which are to be worn at all times for health and safety reasons.

Guidelines for Further Standards in Addition to the Standards

In addition to the standards above, schools may prescribe reasonable school-level dress standards provided that such standards are rationally related to legitimate objectives, are sufficiently narrowly tailored, are content-neutral, do not unlawfully infringe upon student's constitutional rights related to speech liberty, religion or other fundamental right, apply to all members of the school community and have been developed in conjunction with students, parents, teachers and other staff and members of the school community. This collaborative development of school-level dress standards is an opportunity for the school community to discuss issues related to dress and appearance, such as culture, religious identity, gender and gender identity, dignity and respect.

- School-level dress standards should be justified by a legitimate concern for health or safety or other material or substantial disruption, promote dignity, respect and cultural and religious sensitivity and keep teachers and students focused on teaching and learning, not policing dress.
- Any dress standards that a school develops need to be approved by the Superintendent, be published and communicated to the school community and be consistent with the provisions of this Code of Conduct.
- Dress Code Violations of the dress code should be considered opportunities or “teachable moments” to discuss issues around dress and appearance, such as culture, religious identity, gender and gender identity, dignity and respect.
- Students who violate the dress code, including school-level standards, will be required to modify their appearance by covering or removing the offending item, and if necessary and/or practicable, replacing it with an acceptable item. Any student who refuses to do so shall be subject to a Level 1 or Level 2 response.
- **Students should not be suspended or otherwise removed from their educational program because of a dress code violation.**

Data Collection and Reporting

As noted elsewhere in this Code of Conduct, schools shall collect and submit the following data elements as part of their semi-annual reports to the District and Board:

- Dress code violations resulting in a Level 1 or Level 2 response.
- Suspensions resulting from escalations of conflict relating to dress code violations.

Electronic Device Policy

Electronic devices are prohibited in school by RCSD Board of Education Policy and should not be brought to school. If students choose to bring these devices to school, they will be collected at scanning upon entrance into the building and returned at the end of the day.

- At scanning each morning students enter the building and will place their cell phone/electronic device in a padded envelope labeled with their name.
- The label is color coded by grade level and the envelope is placed in a bin and secured in a locked location for the remainder of the day.
- At dismissal, students will pick up their phones at a designated location.
- Staff will be given an admin assignment to hand out devices to ensure they go to the proper owner.

Per the RCSD Policy as outlined in the RCSD Code of Conduct:

*The use of electronic devices disrupts the educational process and these items will be confiscated if they are used on school property. Confiscated items will only be released to a parent or guardian. Any student who is seen with an electronic device will turn the device over to an administrator. **A parent or guardian must retrieve the device; it will NOT be returned to the student at the end of the day without a parent or guardian.** If not picked up by June 30th your item will be donated to a local charity.”*

Emergency School Closing

In the event of poor weather or any other emergency, local radio and television stations will broadcast information about closings, delayed starts, and other emergencies. If an emergency situation arises during the school day, and students are sent home, the school will notify parents by automated phone call. Parents are encouraged to make arrangements for supervision of their children before any emergency arises.

Extracurricular Teams, Clubs, Groups

Joseph C. Wilson Magnet High School has a rich tradition of offering you a wide variety of clubs and group activities. If a student does not find an activity that reflects their interest, please encourage them to see a teacher or administrator and share their idea. They may be able to find a teacher who would sponsor the new club or group. That is how many of these activities started and it is part of *The Wilson Way!* As you can imagine, this list constantly changes:

Chess Club: Any level of play is welcome! Students enjoy chess in a casual atmosphere. Strategies are discussed with some tournament play. Room 109.

Dream, Visualize, Create (DOC) Club: We are scheduled to present three productions this year. Room 202 & auditorium.

Literary Magazine: Students' creative writing is solicited to produce this magazine, which is edited by students and distributed to all.

Math Team: Math competition within Monroe County is scheduled for monthly events from September through February, with the all-county meet being held in March. This includes County Math League, Mathematics Association of America (MAA) and Jets Team Competition — sponsored by the Monroe County Professional Engineers Society.

National Honor Society: Membership to this organization is by grade point average at the end of 10th or 11th grade. This is not a club students can join. Students are inducted based on their academic scholarship and faculty recommendation.

Outdoor Club: Students are given the opportunity to participate in various outdoor activities throughout the school year.

Pearls Step Team: The girls' Step Team is about school spirit, scholarship, cultural awareness, community service and sisterhood. This group of positive young women not only prepares for performances and competitions, but also seeks high academic and personal goals. Students are expected to exhibit good citizenship, solid grades (2.25+), attend study hall, and participate in fund raising and community outreach.

Student Government Association: This group is comprised of elected student officers and home base representatives. Previously, they have coordinated the student/teacher exchange day, pep rally and a disco.



X-Cats Robotics Team: The legendary, hard-working, and high-spirited X-Cats won the *FIRST* World Championship the first and third years of the competition! Students will design and build a robot to best complete annual challenges. The Xerox sponsored team travels to St Louis, Missouri for world championships.

Yearbook: This group plans, designs, produces and sells our Joseph C. Wilson Magnet High School yearbook.

Pathways Scholarships: Joseph C. Wilson Magnet High School offers a strong music program and encourages students to apply to Eastman School of Music. Students awarded scholarships are supported by the music faculty.

Field Trips

Periodically, throughout the school year, teachers may plan educational field trips to enhance your classroom learning experiences. Field trip permission forms are sent home for each planned event, which must be signed by a parent or guardian and returned. Without this form signed, your child will not be allowed to go on the field trip.

Fire Drills

Fire drills are mandated and scheduled throughout the school year.

During a fire drill or emergency evacuation all students must:

1. Follow directions posted on the Fire Alarm Card in their room
2. Proceed in an orderly fashion as they follow their teacher out the designated exit
3. Remain with their teacher at all times
4. Stay with their teacher and group as they return to the building

Grading System

Grade Point Average

The information below shares the numeric points used to calculate students' Cumulative Weighted Grade Point Average (GPA) and Cumulative Unweighted GPA. **Weighted Grade**

Points Earned

Grade Achieved	IB/AP/Honors	Regents Class	Non-Regents Class
A+	6.5	5.5	4.5
A	6.0	5.0	4.0
B+	5.5	4.5	3.5
B	5.0	4.0	3.0
C+	4.5	3.5	2.5
C	4.0	3.0	2.0
D	3.0	2.0	1.0
F	0	0	0

The Cumulative Weighted GPA is calculated by averaging all of the student's points earned in classes which carry at least one credit toward graduation. Cumulative Weighted GPA takes into consideration the type of course the student takes. The calculation of Cumulative Weighted GPA is similar to Cumulative Unweighted GPA except that it uses the Non-Regents Class point scale regardless of the type of class

Graduation Requirements

Joseph C. Wilson Magnet High School has a long-established heritage of academic achievement. Recognized by US News and World Report annually as one of the top schools in the United States, Joseph C. Wilson Magnet High School graduates go onto further success at top universities such as Harvard, Columbia, Stanford, Syracuse University, RIT, University of Rochester, and Roberts Wesleyan.

Successful completion of the IB Diploma coursework and **earning the IB Diploma, opens the door for full scholarships** at world-class universities (upon acceptance) such as University of Rochester. The opportunities to Joseph C. Wilson Magnet High School students who work hard and learn are limitless.

NYS Regents Graduation requirements

1. Courses and Credits

English	4.0 credits`
Social Studies	4.0 credits
Mathematics	3.0 credits
Science	3.0 credits
PE	2.0 credits
Health	.5 credit
Fine Arts	1.0 credit
LOTE	1.0 credit
Electives	3.5 credits

2. Regents Exams - All students must score a minimum grade of 65% in five Regents exams.

- 1 Math
- 1 Science
- 1 Social Studies
- 1 ELA
- 1 Pathway Assessment

3. Community Service Required – NYS requires each student to complete 20 hours of community service.

Type of Diploma

Regents (all 5 assessments above 65)

Regents Diploma with Honors (average of 5 assessments above 90)

Regents Diploma with an Advanced Designation (8 assessments with an average of 65 and above)

Regents Diploma with an Advanced Designation with Honors (8 assessments with an average of 90 and above)

Note: There are additional requirements for the IB Degree Programme and the IB Middle Years Programme (MYP). See IB Coordinators for details.

Non-Diploma High School Exiting Credential

Career Development and Occupational Studies (CDOS) Credential (Available for students with disabilities)

- 216 hours of Career and Technical Education coursework and work-based learning
 - The 216 hours must include 54 hours of work-based learning
- 1 completed employability profile

For more information on graduation requirements please visit:

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

High School Grade Designations Criteria

All students in secondary schools, except for students deemed eligible for alternative assessment as indicated in Part 200 regulations, will have a grade designation in accordance with the following criteria:

- **To be designated Grade 10**, a student must have earned 5 credits toward graduation.

- **To be designated Grade 11**, a student must have earned 11 credits toward graduation. Of these 11 credits, 5 credits must have come from the successful completion of core classes (i.e. English, Math, Science, Social Studies, LOTE, Art, Music, PE and/or Health).
- **To be designated Grade 12**, a student must have earned 16 credits toward graduation, and that student must have a class schedule that will allow them to graduate in June of that school year. This class schedule may include credit recovery classes that are scheduled beyond the normal school schedule.

Note that in order to earn credit toward graduation, a student must have received at least a final grade of “D” in an approved high school level course.

Home School Assistant

Joseph C. Wilson Magnet High School’s Parent Center is located inside the library. Mr. Carl Gause, the Home School Assistant, can help parents reach the right person to address any concerns or issues. In order to reach the Home School Assistant, please call 328-3440, ext. 1170.

Homeroom

Advisement is a critical feature of the Joseph C. Wilson Magnet High School educational experience. It is expected that all students be on time and in attendance to advisement on a daily basis. The purpose of advisement is to build a strong community that fosters relationships between students and adults. The goal is to improve relationships, attendance, behavior, and academics. It also serves as a means to gain social/emotional and academic support in an appropriate manner.

Homework Policy

The Rochester City School District believes that students should extend their school experiences through skill reinforcement and enrichment activities both at home and in the community. Homework, therefore, is required of every student on a regular basis. Homework is any type of assignment to be completed outside of the regular class, but growing out of, or related to instruction.

Additionally, homework may include activities such as trips to places of interest, participating in cultural events, viewing and reporting on a specific television program, conducting a personal project, and/or other activities deemed appropriate by the classroom teacher.

Typically, students in grades 9-12 should expect to spend an average of 20-30 minutes per day on homework for each subject being studied. These times will vary depending on student strengths and the rigor of each course. Enrollment in Advanced Placement, Honors or IB courses will probably mean additional work at home and time out of class.

Honor Roll

At the end of the Marking Period, a list of students who have achieved honor roll status is published in House Office. Each student’s grades, including those for special subjects such as physical education or music are computed to determine if he or she qualifies for the honor roll. A 4.0 average (all A’s) results in Highest Honors. For High Honors, a student must have a 3.2 average with all grades C or above. The required average for Honors is 3.0 Students receiving an F in any subject are not eligible for the Honor Roll.



International Baccalaureate (IB) Programme

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Program Overview

IB students receive an internationally recognized college preparatory program that offers a broad curriculum, complemented with an opportunity to study a subject in depth. The curriculum includes a strong emphasis on the ideals of international understanding and responsible citizenship.

As an approved International Baccalaureate (IB) world school, Joseph C. Wilson Magnet High School offers both the Middle Years Programme (MYP) and the Diploma Programme (DP). The Middle Years Programme is designed for students in grades 9 and 10 and acceptance is available through an application process. The Diploma Programme is designed for students in the 11th and 12th grade. Students have an opportunity to be inducted into the two year Diploma Programme at the end of their sophomore year. Student consideration is based on a 3.0 GPA, teacher recommendation, completion of 40 hours of community service and completion of a personal project. Students who are not accepted into the full Diploma Programme will have an opportunity to be a certificate candidate which allows students to select courses in their area of strength.

Middle Years Programme (MYP)

All Joseph C. Wilson Magnet High School 9th and 10th graders are in the IB Middle Years Programme. In addition to the common elements above, there is a Personal Project required from all MYP students along with 40 hours of community service.

Diploma Programme (DP)

Selected 11th graders will have an opportunity to participate in this two-year college level course work. In addition to the common elements above, there is an Extended Essay required from all DP students along with eighteen months of community, action, and service. Joseph C. Wilson Magnet High School is also expecting incoming 9th graders to participate in the IB for All initiative. This initiative expects all incoming 9th grade students to enroll in at least one or more IB course in 11th grade for the goal and consideration of an IB diploma.

All IB Programmes

- share these common elements:
 - Promote international mindedness
 - Draw on content from educational cultures around the world
 - Require study across a range of subjects
 - Establish links among individual subjects
 - Require the learning of a second language
 - Focus on developing a variety of learning skills
 - Provide opportunities for individual and collaborative planning and research
 - Encourage students to become responsible and active members of their community

For more information, contact the Joseph C. Wilson Magnet High School IB Program Coordinators:

Diploma Programme – Theresa Sarkis-Kruse/Amanda Chitaphong
Middle Years Programme – Amy McLaughlin/James Caswell

Joseph C. Wilson Magnet High School IB Website:

<http://secondary.rcsdk12.org/20182018132637133/site/default.asp>
<http://secondary.rcsdk12.org/20182018132637133/site/default.asp>

Identification Cards

Every student receives a multi-purpose, personal photo identification card. Students must carry their identification card with them during the school day, and at school-related activities. There are two types of cards. These identification cards will be used to sign in to the building daily.

Bus ID: Students who are entitled to transportation to school receive this ID card. You must show this to ride your bus.

Student ID: Students who are not entitled to transportation to school receive this ID card.

Your first identification card is free. If you lose your identification card you must replace it at a cost of \$5.00 through the RCSD Transportation Department on Hudson Avenue. Without an ID card, you will not be able to quickly prove who you are, check-out books from the library, ride the RTS bus to and from school, and more.

Library

Joseph C. Wilson Magnet High School has a full-service library open from 7:30 a.m.-2:30 p.m. unless otherwise noted. Students must have a pass from their teacher to enter the library. You are expected to follow the rules and procedures when you visit the library.

Lockers

Each student is assigned a locker. Lockers are not to be shared. Students should not share their combination with anyone. The school is not responsible for replacing any lost or stolen items. Students should not bring electronic equipment, games, or gadgets to school as they are prohibited items.

Lost & Found

Lost and Found is located in the Room 127

Lost Textbooks & School Property

It is the responsibility of the student to keep track of all school property that has been assigned to them. If they lose anything, whether it is a textbook or any property of the school, the student must pay for it.

National Honor Society

Membership in the National Honor Society is one way in which Joseph C. Wilson Magnet High School recognizes students who have shown exemplary skills in the areas of scholarship, leadership, character and service. Every fall, both juniors and seniors are inducted into the Joseph C. Wilson Magnet High School Chapter of the National Honor Society. It is important that all members of the Wilson community be informed about the necessary eligibility requirements of the National Honor Society.

Eligibility Requirements

1. Academic eligibility is based on the student's performance in the years prior to induction.
2. Student's cumulative grade point average must be at least 3.375/4.5.
3. Students who are academically eligible will be assessed upon three other criteria: leadership, service and character.
4. Once being recognized as academically eligible, the student will receive an activity form, which must be completed and returned to the advisors.
5. Lastly, the list of eligible candidates is presented to the faculty at Wilson for their comments. Students must receive endorsement from faculty and/or faculty council to finalize eligibility.

Students who have met these requirements are invited and welcomed to join the National Honor Society. Any student who feels that he or she has been rendered ineligible due to extenuating circumstances may present a written appeal to the Advisory Council for its consideration. An oral hearing may also follow.

National Honor Society Induction Time Line

- By September 11th – Grades reviewed to determine academic eligibility
- By September 18th – Activity Forms distributed
- By 1st Friday in October – All Activity Forms returned to advisor
- 2nd week in October – Advisory Council meets to draw up lists of candidates to be sent to faculty
- 3rd week in October – Advisory Council meets to finalize list of candidates
- Last Monday in October – Inductees invited to breakfast put on by current members. Regents sent to others who returned Activity Forms; faculty notified of final list; parents of inductees invited to the evening ceremony.
- 1st week in November – Evening induction ceremony.

Nurse

The school nurse provides first aid and health information. Parents should contact the nurse to make the necessary arrangements if students require medication during the school day. No medication, however, can be given without the permission of both the parent and physician. If students have an accident during the school day, immediately report it to the teacher. The teacher will immediately take the appropriate action necessary to help students receive proper treatment. If students are injured and do not report the accident on the day it occurs, they may not be able to receive free medical treatment, if required.

ParentConnect

The ParentCONNECT system is for improving communication between school and home to support your student's achievement. Through this secure online system, you will be able to check your student's academic progress from any computer, any time.

User-friendly ParentCONNECT allows you to:

- Check homework assignments and grades
- View report cards
- Check attendance reports
- Communicate with your child's teacher and more

For more information, please visit:

www.rcsdk12.org/Page/16989 → Parents → ParentCONNECT

This information tells parents how they can get everything they need to use ParentCONNECT effectively.

Mr. Carl Gause, Home School Liaison, can help you get your ParentCONNECT account, show you how to use ParentCONNECT, and can answer any questions for you. Call Mr. Carl Gause at 328-3440 x1170 to make an appointment.

Use ParentCONNECT to help you help your student succeed!

The screenshot shows the ParentCONNECT interface for a student named Joseph C. Wilson Magnet HS (67). The page displays a list of assignments with columns for Period, assignment, Type, Score, Date, Remark, and Teacher. Yellow callout boxes provide instructions: 'Select the type of info you want to see' points to the left-hand navigation menu; 'Several options' points to the 'Assignments' and 'Class Scores' tabs; 'Select the time period you want to see' points to the 'Marking Period 5' dropdown; 'Can sort by Course, Due date, etc' points to the 'Date' column header; 'Contact teacher for any assignments of concern to get help or answer questions.' points to the 'Remark' column, specifically highlighting 'Missing' and 'Fail' entries; and 'Click on teacher name to send an e-mail note.' points to the 'Teacher' column.

Period	assignment	Type	Score	Date	Remark	Teacher
	- Drug Computer Lab 2	Participation	-	03/29/2012	-	MUSTER, AMANDA P
	- Drug Computer 1	Participation	-	03/27/2012	-	MUSTER, AMANDA P
	- Marijuana Presentation	Participation	5.0 / 10	03/23/2012	-	MUSTER, AMANDA P
	- Heat of Dissodiation NaOH	Lab	-	03/27/2012	-	OCCHINO, MICHAEL A
	- Concentration/IntroThermoQuiz	Test & Quiz	17.0 / 19	03/27/2012	-	OCCHINO, MICHAEL A
	- P355.Q1-2	Homework	-	03/22/2012	Missing	OCCHINO, MICHAEL A
	- P34				Missing	OCCHINO, MICHAEL A
	- P44				Missing	OCCHINO, MICHAEL A
	- P425.1-5	Homework	0.0 / 8	03/19/2012	Fail	OCCHINO, MICHAEL A
	- Gatsby Symbolism	Classwork	3.0 / 4	03/20/2012	-	KESTER, NATHAN
	- Gatsby Themes	Homework	3.8 / 4	03/20/2012	-	KESTER, NATHAN

Parent Involvement Policy

We will continue to work in collaboration with parents to provide a quality education for all scholars. To this end, we desire to establish partnerships with parents and the community. We believe that everyone gains if the school and home work together to promote student achievement.

It is recognized and appreciated that parent(s)/guardian(s) are the “first teachers” of their children. Their interest and involvement in the education of their children does not and should not diminish once their child enters high school.

In accordance with this policy, Joseph C. Wilson Magnet High School’s school community (inclusive of parents) shall design a program/plan collaboratively that will encourage parent(s)/guardian(s) participation that may include, but not be limited to:

- Review of instructional materials
- Input regarding how Joseph C. Wilson Magnet High School provides parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs
- District offerings of training programs (Parent University) to instruct parent(s)/guardian(s) how to become more involved in their child’s education.
- Pursuant to state law, parents will be provided a copy of the Parent Involvement policy.

In accordance with the requirement of the No Child Left Behind Act, Joseph C. Wilson Magnet High School encourages parent(s)/guardian(s) participation in Title I programs.

Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children. Joseph C. Wilson Magnet High School will continue to invite parents to become highly involved in the education of their children. The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services, through participation on Joseph C. Wilson Magnet High School’s School Based Planning Team and the planning and implementation of the activities and budget for the Title 1 Parent Involvement funds is necessary and important.

Recommendations for Student Success

- Attend school every day.
- Be on time to school and to all classes.
- Be prepared for every class by having necessary books and supplies.
- Give your complete attention to the teacher and to the lesson.
- Ask questions when you need clarification of a point in the lesson or in the assignment.
- Do homework on the night it is assigned. For a long-term assignment, do a little each night until it is fully completed.
- After an unavoidable absence, get the assignments missed and complete them as soon as possible.
- Budget time for recreation and relaxation, as well as for necessary study.

Restorative Practices (Community Conferencing and Peace Circles)

The goal of restorative practices at Joseph C. Wilson Magnet High School is the development of a safe, caring environment where all students and adults feel accepted and valued and where learning is the priority. Restorative Practices fosters a sense of social responsibility and shared accountability through the development of relationships.

Peace Circles create a sense of belonging, promote respect, cooperation, and empathy. They help students to develop problem solving skills and provide an approach to managing classroom behavior that can increase instructional time. Community conferencing addresses wrongdoing. It attends to the needs of the victim and the community, it holds the person who caused the harm accountable for their actions and identifies agreed upon ways to repair the wrong doing.

Response to Intervention (RTI)

- This is an instructional approach and preventative tool used by schools to match students' needs to supports or interventions
- RTI can be very powerful in that many students will benefit from supports provided by RTI alone and may not require additional supports
- Prior to referring a student for a special education evaluation, schools must document the supports the student has received within the RTI model
- Teachers must maintain data regarding students' responsiveness to the interventions provided
- RTI can also be used as a multi-tiered model of intervention within special education for additional support

School-Based Planning Team (SBPT)

The School-Based Planning Team is the unit of governance that has direct authority and responsibility for instruction in the school. The team is composed of Administrators, and elected representatives for Teachers, Parents, and Students. The School-Based Planning Team is the organizational structure for improving school productivity and holds primary responsibility for a multi-year school improvement plan.

The planning team, chaired by the principal, will assess student performance and school effectiveness, set improvement goals, design instructional expectations and other services within the context of those goals. The School-Based Planning Team is a deliberative, decision-making body whose focus will be directed towards instruction, curriculum, and support for student learning, rather than school operations. The planning team is charged with the work of school improvement, empowered to make decisions and shape programs that will strengthen the education provided to students and lead to the highest standards of achievement.

The School Improvement Plan (SIP) includes a commitment to make annual progress reports to the school community. Each school will develop a School Improvement Plan that includes the following:

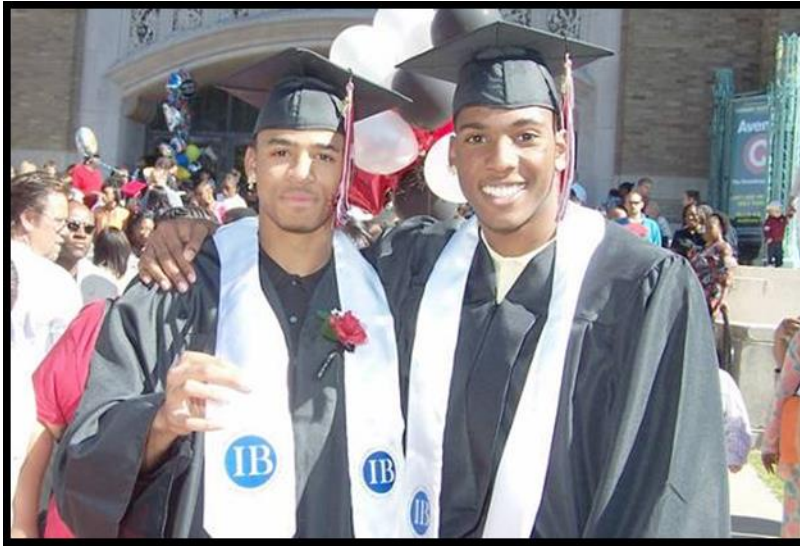
- Mission Statement
- A statement of the school vision
- Person(s) responsible for leadership and timeframes for implementation.
- Measures of student and school performance including District specified performance measures.
- Annual improvement targets consistent with agreed upon accountability measures.
- Needs assessment that includes a data driven analysis of the current state of the school relative to where it wants to go.
- Improvement strategies to achieve progress toward goals and performance measures.
- School Improvement Goals

SBPT RCSD Manual: (Go to RCSDK12 website→Office of Parent Engagement→Document Library→SBPT Manual)

School Hours

School hours: 7:30 a.m.-2:30 pm

Breakfast is served: 7:00 a.m.-7:20 a.m.



School Psychologists

School psychologists provide cognitive, academic and social-emotional assessment to students that are struggling in school. School psychologists identify and address learning and behavior problems that interfere with school success and determine the best instructional strategies to improve learning. School psychologists provide counseling/mentoring services for those students struggling with social, emotional, and behavioral problems. School psychologists help student with social skills, problem solving, anger management, self-regulation, crisis intervention and student and family conflict. They respond to individual crisis by providing direct mental health services and coordination with needed community services.

School Social Workers

School social workers support students' social, emotional, and behavioral health. School social workers provide individual and group counseling services, crisis intervention, and behavioral intervention for both special and regular education students. School social workers complete home visits and initiate contact with community support services. They make referrals and help coordinate community support services. At the high school level, they also assist students and families find and access alternative programs when they discover that they are not succeeding in the traditional high school setting.

Speech/Language Pathologist

The Speech/Language Pathologist conducts comprehensive speech-language evaluations and provides speech-language therapy when warranted.

Student Expectations

BE RESPONSIBLE

To promote pride and accountability in our school community.

- Students will come to school every day, on time and prepared to learn.
- Students will follow classroom rules, routines and be active participants in the learning process.
- Students will keep their electronics, ear buds, mp3 players, hats, doo rags, coats, jackets and other head gear and outer wear in their lockers or at home.
- Students will work to the best of their ability and strive towards the highest level of achievement.
- Students will keep cell phones and all electronic equipment turned off in class and out of sight during the school day.
- Students will take responsibility for their own actions and will accept the consequences of those actions.

BE RESPECTFUL

To promote dignity and a sense of well-being in our school community.

- Students will treat others as they themselves want to be treated.
- Students will be respectful in assemblies. They will demonstrate that by sitting quietly and respecting the performers.
- Students will respect the personal property of themselves, others, school property and the environment.
- Students will address adults and peers in a respectful manner.

BE SAFE

To promote the security and safety of our school community.

- Students will keep their school ID's with them at all times.
- Students will provide their names to staff members when asked.
- Students will clear the halls quickly during passing times, and report to their classes promptly.
- Students will always get a pass from the teacher before leaving class.
- Students will follow the school rules for appropriate school conduct, including the dress code.
- Students will always use safe and non-violent ways to resolve conflicts.
- Students will cooperate and be respectful of authority figures (all adults) in the building.
- Students will seek out adults to assist them when in conflict and ask for help in solving problems.
- Students will contribute to a safe and orderly school environment.
- Students will not leave school grounds without a valid early dismissal pass.

Student and Family Support Center (SFSC)

The SFSC provides students and families a central point of contact to address some of the non-academic barriers to student achievement. Referrals may be made by faculty, staff, parents or the student. If your child has any unique needs or changes in disposition, or attendance, please call the school to request a referral for your child.

Transportation

If you ride a bus to school, you will be notified by mail of your bus number and stop. Mr. Fischpera, Assistant Principal will answer any questions you may have or resolve any problems you may encounter. If you lose your bus pass, be prepared to purchase a new one.

Tutoring and Extra Help

There are many tutoring resources and supports available to Joseph C. Wilson Magnet High School students. At the earliest indication (difficulty with homework, quizzes, tests, organization, etc.), please request assistance from either your advisor or counselor who will be happy to make arrangements. *It is critical for students to keep up with the pace in all classes.*

- After school tutoring – contact your counselor for details.
- Literacy – See your ELA teacher or counselor to arrange assistance.
- Math – See your math teacher or counselor to arrange assistance.
- Regents Review Sessions – approximately one month prior Regents tests, teachers offer review sessions after school and on Saturdays.
- SES Provider (NCLB) – All homes receive SES provider catalog in the mail in Sep-Oct. If your student qualifies, you can sign up for free SES tutoring services that you choose from a list of providers, as arranged through RCSD. Please ask to see past results from all the providers before choosing yours, in order to get the best results for your child. Your teacher, counselor or Home School Assistant can help you sign up.
 - See the RCSD website for SES Brochure, Providers and much more information.
 - Call the Office of Accountability with questions at 262-8679. <http://www.rcsdk12.org/site/Default.aspx?PageID=937>
- Student Family Support Center (SFSC)-tutoring and assistance available through Liberty Partnership Program, Upward Bound (MCC), Upward Bound (University of Rochester), Hillside Work Scholarship and the Center for Youth Services.
- Teachers – will offer assistance after school or during lunch.
- University of Rochester – After School Tutoring 1 day/wk.

Visitor Policy

Rochester City School Board Policy Manual

Policy 5300.65 Visitors to the Schools

Searches of Persons and Parcels Entering District Property

The safety of our students, staff, visitors and property is a matter of critical importance. As with courthouses, airports, monuments and other government facilities, there is special concern in modern times about the risks of violence and of drug activities, which are all the more acute in facilities used by children. All persons entering any District property, therefore, are subject to search of their person and parcels to the fullest extent authorized by federal or state law for persons entering other public buildings and facilities. Any person entering any District property is deemed to have consented to such search of person and parcels. No person refusing such search shall be permitted to remain on District property.

Joseph C. Wilson Magnet High School Visitor Protocols

We encourage parents and community members to visit us at Joseph C. Wilson Magnet High School. The following procedures have been established to ensure that the primary mission of teaching and learning takes place effectively in a safe and secure environment.

Established visitor protocols:

1. Anyone who is not employed to work at Joseph C. Wilson Magnet High School or enrolled as a Wilson Scholar is considered a visitor.
2. All visitors will be scanned by school security as a condition of entry to the school.
3. All visitors, including School Board members and employees of RCSD, must report to the Security Desk, sign the visitor's register, and receive a visitors pass. A staff member will assist you and escort you to your destination.
4. Visitors wishing to observe a classroom while school is in session must pre-arrange visitor's visits at least 24 hours in advance with the classroom teacher, to minimize the impact on instruction.
5. Teachers cannot use time scheduled for instruction to discuss individual matters with visitors. Meeting with teachers can be pre-arranged by phone or through written correspondence with teachers. Counselors, the home school liaison and grade level administrators can assist you with making an appointment.
6. Teachers supervise the students in their classes. Visitors are not permitted to participate in the classroom management procedure in the classroom.
7. All visitors are expected to abide by the rules for public conduct on school property including turning off cell phones and refraining from emailing and texting during classroom visits.

Wilson Parent Teacher Student Organization (WPTSO)

WPTSO holds monthly meetings to provide Joseph C. Wilson Magnet High School parents the opportunity to hear new information related to school events/opportunities or decisions that may impact your child.

These meetings are a great opportunity for parents to ask questions, raise issues of general concern, and make suggestions for improving Joseph C. Wilson Magnet High School policies and academics. It provides an avenue for parents to work with school and parent leaders, so all voices are heard. These meetings are open to all Joseph C. Wilson Magnet High School.

For more information, please contact the WPTSO President Mr. Jeff Sciortino at ptsowilson@gmail.com

Your attendance and participation is welcomed and encouraged.

See Joseph C. Wilson Magnet High School website calendar for agendas and minutes.

www.rcsdk12.org/Page/16989 → Parents → WPTSO

Joseph C. Wilson Magnet High School Website

<http://secondary.rcsdk12.org/wilsoncommencement>

Work Permits

Students younger than 18 must have a work permit to get a job. The school nurse will provide you with the information needed to obtain a work permit.



Joseph C. Wilson Magnet High School

SCHOOL – PARENT – STUDENT COMPACT



Joseph C. Wilson Magnet High School staff, families, and students agree to make these commitments for academic excellence and student success.

SCHOOL COMMITMENT:

Joseph C. Wilson Magnet High School is committed to:

- 1. Provide academic program of rigorous study in comprehensive IB Middle Years Programme and Diploma Programme that includes courses in Math, Science, Computer Programming, English, Social Studies, Visual Arts, and Foreign Language;
2. Provide curriculum that is intended to develop life-long learners and establish a respectful learning environment and emphasize academic fortitude among our scholars;
3. Create an environment that promotes academic excellence, fosters an active appreciation of multiculturalism, and develops a sense of personal responsibility;
4. Embrace and model the IB Learner Profiles as well as participate in international endeavors;
5. Provide families with opportunities to partner with the school to jointly support the growth and development of each child. These opportunities include: PTSA, SBPT, P/T Conferences, classroom visits, student shadowing, and volunteering.

PARENT COMMITMENT:

Joseph C. Wilson Magnet High School families are committed to:

- 1. Support the growth and development of my child(ren) by agreeing to the following: monitoring attendance; ensuring homework completion, participating in decisions relating to my child(ren)'s education;
2. Be available for teachers through calls, emails, or conferences;
3. Promote a positive school culture by supporting the Code of Conduct for student behavior and individual classroom expectations;
4. Stay informed about my child(ren) education and communicate with the school by promptly reading all notices from the school or the school district either received by my child(ren) or by mail and responding as appropriate;
5. Support my child(ren) academic growth and encourage development of independent study skills.

STUDENT COMMITMENT:

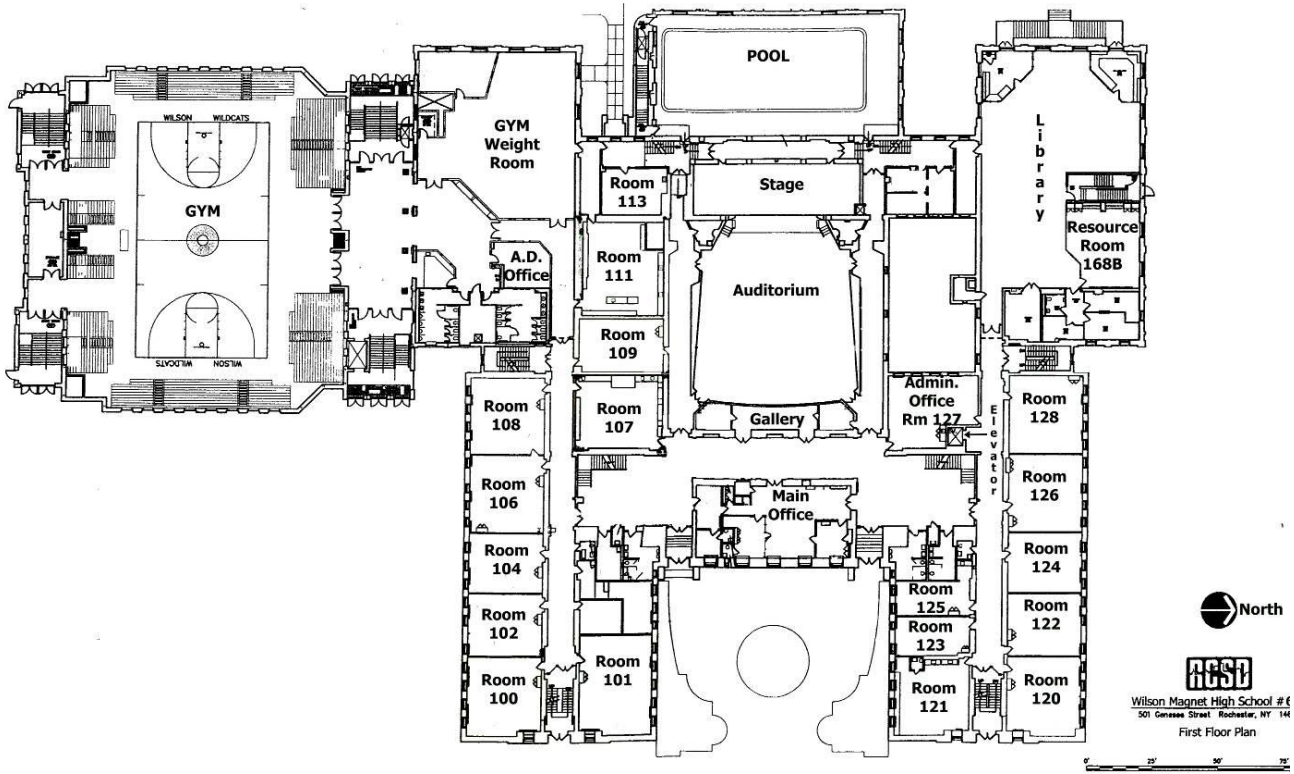
Joseph C. Wilson Magnet High School student scholars are committed to:

- 1. Adhere to the academic and behavioral expectations as outlined in the Student Handbook and the Rochester City School District's Student Code of Conduct;
2. Actively participate in class daily by being prepared, listening attentively, offering relevant comments, posing insightful questions and taking notes;
3. Submit quality work in a timely fashion and manifest the highest degree of academic integrity;
4. Embrace and be committed to actively engage in a rigorous academic program that ensures preparation to participate fully in college and career choices;
5. Create an environment that promotes academic excellence, fosters an active appreciation of multiculturalism, and develops a sense of personal responsibility;
6. Embrace and model the IB Learner Profiles as well as participate in international endeavors;
7. Be a courteous and good citizen by demonstrating responsible, respectful and safe behaviors;
8. Participate in a two-week summer preparation class for our IB Programme;
9. Successfully complete the Personal Project- a project designed on my own and a written reflection paper of approximately 4,000 words;
10. Participate in classroom-based service learning;
11. Take at least one IB Diploma Programme course or participate fully in our IB Diploma Programme that will extend my learning and prepare me for my future.

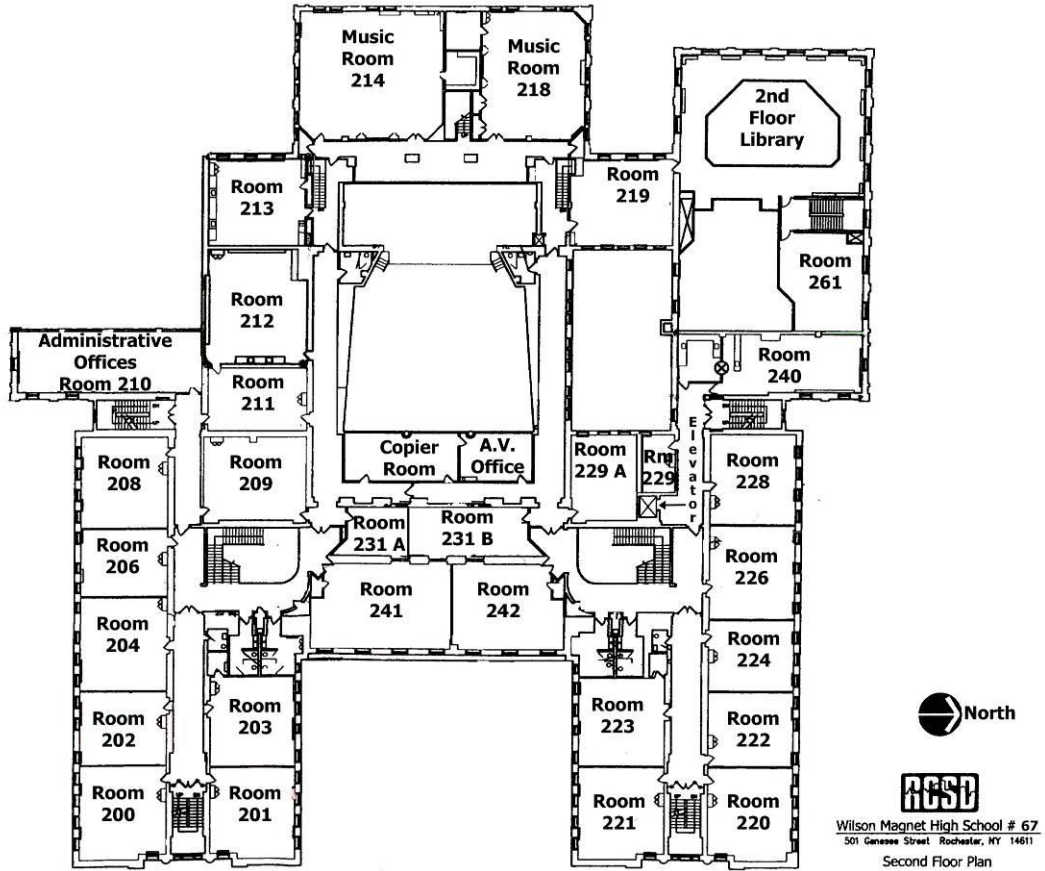
Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

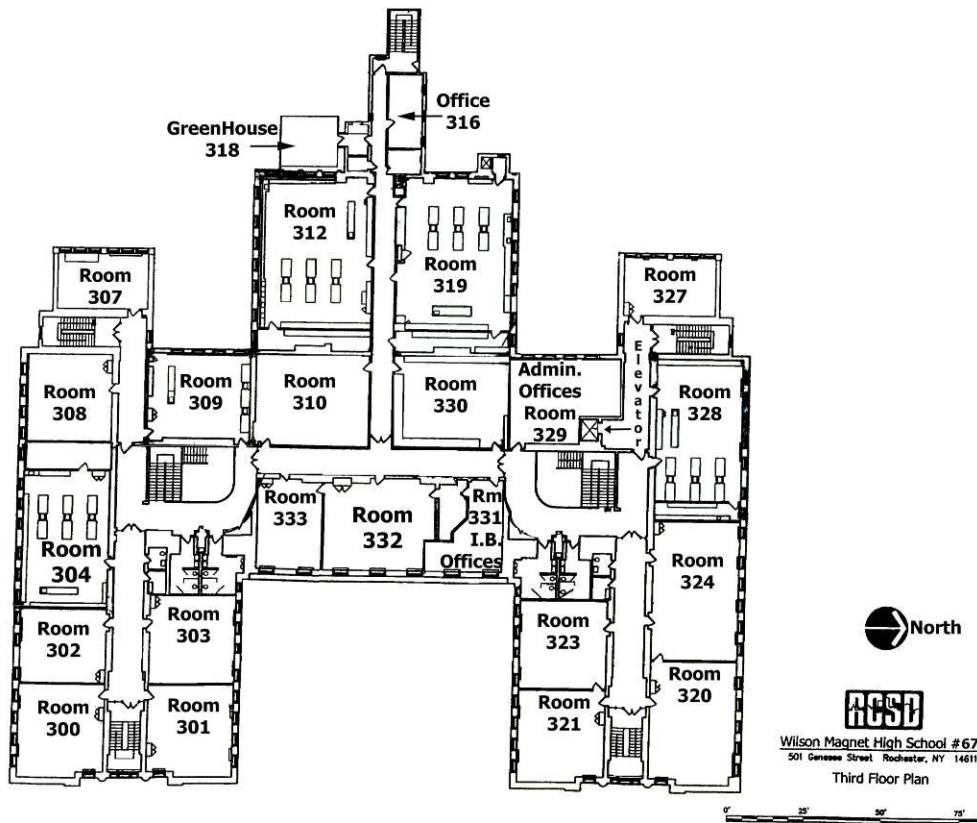
Phone Number/Email: _____



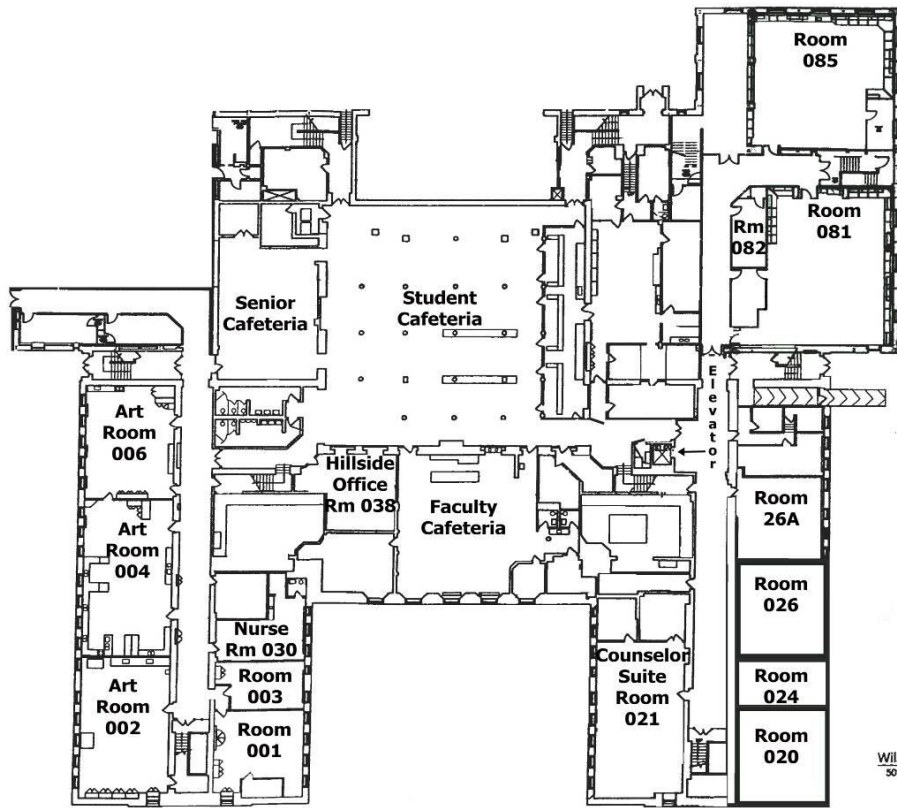
First Floor



Second Floor



Third Floor



Wilson Magnet High School # 67
 501 Genesee Street Rochester, NY 14611
 Basement Plan

Basement



Joseph C. Wilson Magnet High School
International Baccalaureate World School
501 Genesee St.
Rochester, New York 14611
585-328-3440

<http://secondary.rcsdk12.org/wilsonco>