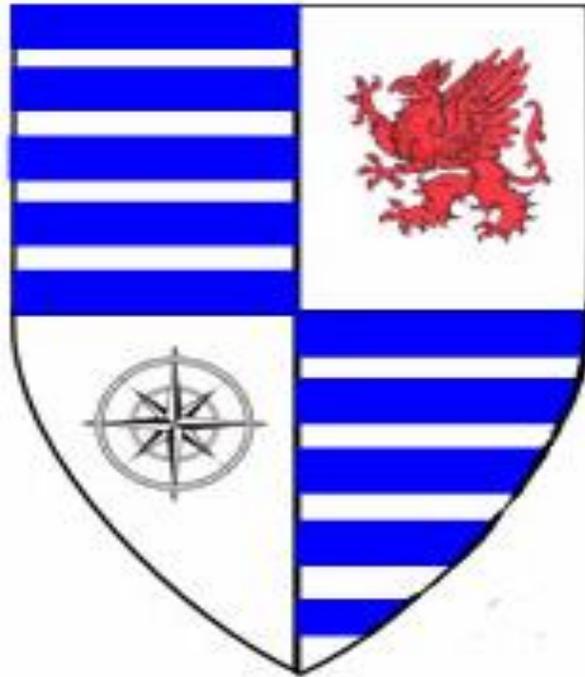


World of Inquiry



High School

Secondary Student Crew Compact 2015-2016

Introduction and Overview

This document was created collaboratively by the secondary teachers at WOIS during the summer 2011. It is our hope to refine and expand this document as we grow and learn.

Model Citizen Pledge

**We the crew of World of Inquiry
make this pledge for all model citizens.**

**We should all give service and
have compassion for others.**

**We will celebrate our discoveries
and wonderful ideas.**

**Through reflection, we will learn
from our successes and failures.**

**While collaborating we will show caring
for diverse people and our natural world.**

**We are all responsible for our own learning.
Our education is our future.**

GRIFFIN VALUES:

GRADE BAND	<p>TENACITY: the ability to look beyond short-term concerns to longer-term or more important goals; tenacity is also being able to withstand challenges and setbacks to persevere toward these goals.</p> <p>LT: I can have TENACITY, which means that I can be determined to grasp new learning.</p>
K, 1, 2	<ul style="list-style-type: none"> • I can do my best to finish what I start. • I can keep trying even when things are hard. • I can ask for help when I need it.
3 - 4	<ul style="list-style-type: none"> • I can finish independent work to the best of my ability. • I can push myself to keep trying when things get hard. • I can recognize when I need to get help and when I should keep trying on my own.
5 - 6	<ul style="list-style-type: none"> • I can complete high quality tasks using my best effort, with support if necessary. • I can identify resources and strategies to help me overcome a difficult task. • I can persevere through challenges both in school and at home, using additional support resources if necessary.
7 - 8	<ul style="list-style-type: none"> • I can use my best effort to complete high quality work on time. • I can use appropriate strategies and resources (within the school or community) to help me overcome a difficult task. • I can persevere through challenges in school, at home, and in the community.
9 - 10	<ul style="list-style-type: none"> • I can earn credits for classes that may challenge me in order to meet high school graduation requirements. • I can independently use strategies and seek resources (within the school or community) to help me overcome a difficult task. • I can persevere through challenges in school, at home, and in the community.
11 - 12	<ul style="list-style-type: none"> • I can recognize areas of need/frustration and independently utilize resources/people to develop and implement plans for success. • I can evaluate my plans for success and make changes as needed. • I can successfully work through obstacles and frustrations to independently revise and complete major projects/tasks to prepare for my future (i.e. college applications, financial aid forms, long-term projects).

<p>GRADE BAND</p>	<p>INTEGRITY: the quality of being honest and having strong moral principles; moral uprightness Doing the right thing, because it's the right thing to do.</p> <p>LT: I can demonstrate INTEGRITY, which means I can be honest and fair.</p>
<p>K, 1, 2</p>	<ul style="list-style-type: none"> • I can be honest about my choices and tell the truth. • I can follow directions. • I can do my own work and not copy and not give others answers.
<p>3 - 4</p>	<ul style="list-style-type: none"> • I can be respectfully honest with others and myself about my choices and apologize when necessary. • I can follow the rules wherever I am and no matter whom I am with, while striving to represent the values of the WOIS Community. • I can produce work that makes my school, family, and me proud.
<p>5 - 6</p>	<ul style="list-style-type: none"> • I can be respectfully honest with others and myself about my choices and describe appropriate ways to show responsibility for my actions. • I can do the right thing and encourage my friends to make good choice to represent Griffin Values whether people are watching me or not. • I can produce my own work that makes my school, family, community and me proud.
<p>7 - 8</p>	<ul style="list-style-type: none"> • I can be respectfully honest with others and myself about my choices and initiate appropriate ways to show responsibility for my actions. • I can commit to treating myself, my peers, and adults with dignity and respect with both words and action and encourage others to uphold the Griffin Values. • I can demonstrate my best effort and produce original work that makes my school, family, community and me proud.
<p>9 - 10</p>	<ul style="list-style-type: none"> • I can be respectfully honest with others and myself about my choices and demonstrate appropriate ways to show responsibility for my actions. • I can commit to do the right thing and encourage others to uphold the Griffin Values while standing up for the rights of others. • I make positive choices that will benefit others, and myself at all times.
<p>11 - 12</p>	<ul style="list-style-type: none"> • I can be respectfully honest with others and myself about my choices and consistently demonstrate appropriate ways to show responsibility for my actions. • I can commit to do the right thing and encourage others to uphold the Griffin Values while advocating for the rights of others at school and in the community. • I can demonstrate academic integrity in all areas of my schoolwork, which includes citing appropriate sources, data, and evidence that communicates work that is precise and accurate.

<p>GRADE BAND</p>	<p>COMPASSION: The ability to consider the feelings and perspectives of others.</p> <p>LT: I can exhibit COMPASSION, which means I can be mindful of the feelings and perspectives of others and can help if needed.</p>
<p>K, 1, 2</p>	<ul style="list-style-type: none"> • I can describe how I am feeling and recognize the emotions of others. • I can treat others and myself with care and kindness. • I help my teachers and classmates whenever I can.
<p>3 - 4</p>	<ul style="list-style-type: none"> • I can accept that others have different feelings and beliefs from my own. • I can understand how my words and actions affect others in different ways. • I can help others and allow others to help me.
<p>5 - 6</p>	<ul style="list-style-type: none"> • I can be accepting of other’s feelings, perspectives, and points of view. • I can work to understand, learn about, and welcome those who seem different than me. • I can demonstrate genuine concern and advocate for the needs of my peers.
<p>7 - 8</p>	<ul style="list-style-type: none"> • I can collaborate with others to allow for all voices and perspectives to be heard. • I can collaborate in a team by actively listening to others, providing appropriate feedback, and accepting the contributions of others. • I can demonstrate genuine concern and advocate for the needs of others in the school.
<p>9 - 10</p>	<ul style="list-style-type: none"> • I can demonstrate empathy that considers multiple perspectives and implications in terms of justice, freedom, and human rights. • I can collaborate in a team by participating fully, actively listening to others, providing appropriate constructive feedback and guidance, and appreciating the contributions of others. • I can demonstrate genuine concern and advocate for the needs of others in the school, and the community.
<p>11 - 12</p>	<ul style="list-style-type: none"> • I can demonstrate empathy in ways that value multiple perspectives and considers implications in terms of justice, freedom, and human rights. • I can assess how my collaboration and contributions in a team has contributed to its success and describe ways I could improve my performance. • I can consistently demonstrate genuine concern and advocate for the needs of others in the school, the community, and the world. • I can assess the impact of my compassion driven actions.

GRADE BAND	<p>SELF-DISCIPLINE: Self-discipline means being responsible for one’s actions, attitudes, and academics.</p> <p>LT: I can develop SELF-DISCIPLINE, which means I can be responsible for my own actions, attitude, and academics.</p>
K, 1, 2	<ul style="list-style-type: none"> • I can keep my hands and feet to myself. • I can wait for my turn even if it takes a long time. • I can listen when others are talking to me. • I can stay focused so I can complete my work.
3 - 4	<ul style="list-style-type: none"> • I can allow others to speak without disruption. • I can actively listen when others are talking to me and ask clarifying questions if I am confused. • I can remain calm even when criticized or otherwise provoked. • I can independently stay focused on a task and resist distraction so I can complete my work in a timely manner.
5 - 6	<ul style="list-style-type: none"> • I can be prepared daily by wearing my Crew Wear, having my classroom materials, and homework. • I can politely follow the expectations of all my classrooms. • I can use feedback from others to reflect on how I can improve my academic work or individual actions. • I can independently stay focused on a task and ignore distractions so I can complete my work in a timely manner.
7 - 8	<ul style="list-style-type: none"> • I can be prepared daily by wearing my uniform properly and having all classroom materials. • I can respectfully follow the expectations of all my classrooms, which includes considering the consequences for my actions and solving my problems in a positive, productive way. • I can put in the necessary effort, based on feedback, to revise and improve my work to create high quality products. • I can utilize support from my family and teachers to balance my academic and personal time in order to complete my schoolwork with quality and on time.
9 - 10	<ul style="list-style-type: none"> • I can respectfully follow the expectations and norms of our school, which includes evaluating the consequences for my actions and solving my problems in a positive, productive way. • I can put in the necessary effort, based on feedback, to consistently revise and improve my work to create high quality products. • I can balance my academic and personal time in order to complete my schoolwork with high quality and on time, seeking support if needed.
11 - 12	<ul style="list-style-type: none"> • I can respectfully follow the expectations and norms of our school, which includes evaluating the consequences for my actions and solving my problems in a positive, productive way. • I can put in the necessary effort, based on feedback, to independently revise and

	<p>improve my work to create high quality products that reflect my best effort.</p> <ul style="list-style-type: none"> I can prioritize tasks and manage time to complete my academic, personal, and graduation requirements.
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GRADE BAND	<p>INQUIRY: pursuing our natural curiosity using critical thinking and asking questions to discover new information!</p> <p>LT: I can INQUIRE, which means I can be curious and investigate my wonderings.</p>
K, 1, 2	<ul style="list-style-type: none"> I can ask questions. I can cooperate in a variety of activities inside and outside of school to find answers to my questions. I can participate in the sharing of the results of our inquiry.
3 - 4	<ul style="list-style-type: none"> I can ask relevant questions that build on background knowledge to deepen my understanding. I can actively participate in a variety of activities inside and outside of school to find answers to my questions. I can share the results of my inquiry.
5 - 6	<ul style="list-style-type: none"> I can ask higher-level questions to guide my inquiry that reflect analysis of background knowledge. I can actively participate in a variety of activities inside and outside of school to independently find answers to my questions. I can share the results of my inquiry in an engaging way.
7 - 8	<ul style="list-style-type: none"> I can ask higher-level questions to guide my inquiry that reflect synthesis of initial research and background knowledge. I can determine the quality of the source of information as I pursue answers to my questions through a variety of activities. I can accurately report the results of my inquiry in an authentic and engaging way.
9 - 10	<ul style="list-style-type: none"> I can develop deep, probing questions and/or theories based on initial research and background knowledge. I can locate diverse and high quality resources in the community that help me answer my questions and deepen my understanding. I can synthesize my finds into a product that is authentic and engaging to a specific audience.
11 - 12	<ul style="list-style-type: none"> I can develop deep, probing questions and/or theories based on extensive research and background knowledge. I can locate diverse and quality resources in the world that help me answer my questions and deepen my understanding to generate new knowledge. I can synthesize and evaluate my research into a product that is authentic and engaging to a specific audience.

EL Principles: What We Value and Believe

- 1. The Primacy of Self-Discovery:** Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
- 2. The Having of Wonderful Ideas:** Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- 3. The Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
- 4. Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
- 5. Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
- 6. Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
- 7. Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
- 8. The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the Earth and of future generations.
- 9. Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
- 10. Service and Compassion:** We are a collective crew, not individual passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Arrival and Dismissal

Arrival

Students may begin to arrive to school at 7:30 am. Students are expected to arrive to school in uniform. All students enter through Exit 1 (University Avenue Entrance) and will participate in random search and scan. Students will be asked to throw away unapproved drinks and snacks (as specified on p.20). All Crew Advisors and any other available adults are requested to report to support with supervision and transition.

Breakfast is served from 7:30 am-7:50 am.

All students must report to the cafeteria at the beginning of breakfast. Students are not allowed to remain on the entryway landing, in the bathrooms, or in the halls/classrooms unsupervised.

Grade 7th – 12th will eat breakfast in the cafeteria in their designated areas. By 7:50 am students line up and will be led to crew by their respective Crew Advisor. The crew assigned to clean up duty for the day is responsible for clean-up of the entire grade level's breakfast area after all other crews have left.

Tardy students arriving after 7:55 AM must enter through Exit 1 (University Avenue Entrance), then proceed to the main office to sign into school and get scanned before proceeding to class. Students arriving at this time will be required to turn in electronic devices, which will be returned at dismissal.

Dismissal

Dismissal is at 2:30 pm. All students must leave the building or head to an approved activity by 2:35 pm. Once students leave the building they may not re-enter the building. SSO teams will complete a sweep of the hallways.

All adults must monitor dismissal to ensure students are using the assigned exit and that they depart from school via RTS or by walking towards their home or bus stop. All who are not supervising a club or sport are asked to students support with monitoring sidewalks, bus, etc. until 2:45pm.

In order to stay after school, students must have the teacher's signature in their agenda prior to the end of the day. Students must report to the designated location.

After school Athletic policy to be determined by season, team and coach.

Tardy policy

All students are expected to be on time for school (7:55 am). All students must attend crew from 8:00-8:23 followed by courses.

Tardy to school

1st offense: Verbal Warning from Crew Advisor

2nd offense: Phone call home from Crew Advisor

3rd offense: Written Referral /Parent Meeting (to be arranged by Parent Liaison)/Disciplinary Action. Administrator of student management will follow-up with crew advisor and parent liaison.

Tardy to class

1st offense: Verbal Warning from Classroom Teacher

2nd offense: Phone call home from Classroom Teacher and notify Crew Advisor

3rd offense: Written Referral /Parent Meeting (to be arranged by Parent Liaison)/Disciplinary Action/Notify Crew Teacher

Uniform Policy

All students, grades 7-12, attending the World of Inquiry School (WOIS) School #58 are **required to wear a school uniform**. (See details below.) Uniforms are to be of appropriate size/fit, with no holes and in good repair. They must be worn as intended by the policy, and by the standard of fit discussed in this policy. Uniform compliance and enforcement will begin at entry. Classroom teachers and crew advisors are the first line of enforcement of the school uniform policy and then followed up by administration. Multiple violations will be communicated to the administrator of student management for follow-up and consequences.

Students who fail to dress as required by his/her school's uniform policy may be subject to corrective measures, as stated on p. 13.

Students should be in complete uniform upon arriving to school each day.

Complete uniform includes:

- Shirts must be tucked in at all times.
- Shirt collars must be buttoned at all times.
- Ties must be tied and completely pulled up at all times.
- Pants should be worn at waist level with no sagging.
- Hooded items are not part of the school uniform and should be kept in a student's locker.

SENIORS:

Seniors will follow high school uniform guidelines. Any proposal for a "special senior" uniform provision must be formally submitted to the School Based Planning Team. (Professional Wear Monday was a provision for last year only and is no longer in effect.)

Uniform Policy, con't

SHIRT:

Color: Light Blue button down oxford with our school logo

Pre-made shirts are available at:

Stitch Works Uniform and Sportswear at 297 Culver Parkway (654-7522) **AND**

Passantino Sports at 692 Titus Ave, Rochester, NY (544-9077)

- Light blue button down oxford shirts may be purchased from other stores and embroidered at either store for a fee.
- Additional larger/tall sizes are available through special order from both stores.
- Prices and delivery times vary, but may take up to two weeks for delivery during the late summer. Please call stores for details.

PANTS & SHORTS, SKIRTS & SKORTS:

Colors: Solid khaki (tan), black, or Navy Blue (No WOIS logo required on pants.)

Pants can be purchased at any store as long as they meet the following requirements:

Pants such as Dockers or Dickies (professional attire) are preferred. Cargo pants are permitted, but not preferred.

PROHIBITED: Jeggins, jeans, skinny jeans, sweat pants, yoga pants and stretch pants are not allowed. This policy will be strictly enforced.

Shorts, Skirts & Skorts must be **no higher than 2 inches** above the knee and must reach to the edge of the finger tips. Mesh shorts are not acceptable.

PANTS, SHORTS, SKIRTS & SKORTS Continued:

Solid Color Leggings only can be worn with skirts. **No sheer or fishnet stockings allowed.**

TIES: Students may wear a variety of ties including solid navy, stripes and patterns. Ties **must** be school appropriate and not include cartoons or any other graphics.

UNDERSHIRTS: Solid color t-shirts (no hoods) can be worn under uniform shirts.

FLEECES, CARDIGANS & SWEATER VESTS: Students are allowed to wear a solid navy blue fleece, cardigan or sweater vest **with uniform logo** over their uniform shirt.

Uniform Policy, con't

BLAZERS (Grades 9-12 only): **Students** are allowed to wear a solid navy blue or khaki (tan) **with uniform logo** over their uniform shirt (see store information above).

Students who fail to dress as required by his/her school's uniform policy may be subject to corrective measures, as follows:

Parents shall be called when a student reports to school out of uniform. The parent shall be asked to bring compliant clothing for the student to school.

If the parents are not reachable or are unable to respond within two hours of the start of the school day, the student may be issued a conforming top from the school's uniform bank with directions to return it at the end of the school day, if available.

Parents whose child or children repeatedly report to school out of uniform will be called in for a conference with the principal or his/her designee, to ascertain the reason for the non-compliance. Eligible families will be offered access to the uniform bank, if any. If the school does not have a source of assistance for the family, the counselor will notify school support personnel.

Disciplinary action for non-compliance to the school's uniform policy:

If necessary, disciplinary action may be taken to encourage compliance with the school's uniform policy. Students who, without reasonable excuse, persistently fail to comply with the school's uniform policy may be subject to disciplinary action, as follows:

- Assignment of lunch or after school detention, after school community service, or Saturday School.
- Loss of privileges, including, but not limited to ceremonies, special events, and extra-curricular activities.
- The student's parent/guardian will be required to attend a conference with the principal or his/her designee to discuss the non-compliance.

EXCEPTIONS:

- **CREW WEAR DAYS:** Crew Wear T-Shirts (School Logo) & College Shirts. Students will be allowed to wear crew wear shirts (purchased through the PTO) when engaging in active field studies such as outward bound excursions. Students will receive notice when this is appropriate.
- **STUDENT ATHLETES:** On game days ONLY, student athletes may wear any Griffins athletic shirts (MUST have "Griffins" on shirt) with uniform pants. Game uniforms are not permitted during school at any time.

Uniform Policy, con't

- **Grades 7-8:** Students have the opportunity to wear Crew Wear t-shirts or college shirts on the **first Friday of each month**. Students who do not wear these shirts must wear their regular uniform, with a tie. Crew Wear Shirts may be purchased throughout the year from our *WOIS Parent-Teacher Crew*.
- **HIGH SCHOOL, GRADES 9-12:** Students have the opportunity to wear Crew Wear t-shirts or college t-shirts **every** Friday. Students may also wear a light blue polo shirt with the school logo on it. Students who do not wear these shirts must wear their regular uniform, with a tie. Crew Wear Shirts and polos may be purchased throughout the year from our *WOIS Parent-Teacher Crew*. Students are **required** to wear uniform pants on Crew Wear days.
- **SCHOOL PICTURES:** Uniforms are not required for individual student pictures taken in the fall, although they may certainly be worn if desired. Students who do not wear uniforms are expected to dress appropriately and comply with Rochester City School District code of conduct.

Physical Education Attire

All students are expected to be properly dressed and ready for class each day. Proper Physical Education Attire includes:

- Sneakers that tie
- Socks
- School appropriate t-shirts. sweaters, collared uniform shirts, and tank tops are unacceptable. We encourage Crew Wear t-shirts.
- Athletic shorts. Pajama bottoms, cut offs, and shorts that are too short are unacceptable.
- No Jewelry

Food or Beverages, including gum and candy are not permitted in the PE area.

Hallway Pass Policy and Hallway Etiquette

When traveling the halls during class time all students must carry their WOIS agenda containing a signed pass on the monthly calendar page. One pass is issued at a time and will clearly document the student name, time of departure and destination. If a student is late to class without a pass, please follow tardy policy. Do not send kids back out to get a pass.

Hallway, con't

No bathroom/drinks during transitions for 7th -12th grade.

No passes during First or Final Five.

Students who are asked to “take a break” from the classroom will pick up a reflection sheet (located on a clipboard near the door) and sit directly outside the classroom door. Students must complete the reflection sheet in 5-10 minutes and re-enter the classroom.

Hallway Monitoring

All teachers will be visible in the hallways and present at or near their doorways to assist in supervision during transition periods.

7th and 8th grade teachers will lead and pick-up students to and from lunch. Teachers will report to lunch 5 minutes before the end of the lunch period.

7th and 8th grade students may not use the bathroom in between classes. Do not send more than one student to the bathroom at a time.

Teachers in the hallway should ask to see student’s agenda if they are in the hall during class time. Students without an agenda will be escorted to their grade level office.

Classroom Entry and Exit

Teachers should incorporate and post a “**First Five / Final Five**” into daily lessons. Every class begins and ends with a list of five things student must begin as soon as they enter the classroom and five things they must do before they leave the classroom. Use of these terms provides students and teachers with a common language and at the same time allows for flexibility in the routines teachers want to establish.

Classroom Entry

Before entering a classroom, students stand in the hallway, quiet and lined up along the wall outside of the classroom. Teacher greets students at the door and invites them into the classroom. Students begin the first five protocols.

First Five Examples:

1. Walk in the door and pick up today’s work
2. Sit down
3. Take out your agenda
4. Write down your homework
5. Begin the “Do Now”

Classroom Exit

This includes a ticket out of the door (a quick question, thumbs up/thumbs down) and completion of a final five protocols.

Final Five Examples:

1. Make sure your homework is in your agenda
2. All work materials placed in your binder
3. All materials including pens and pencils placed in your pencil pouch
4. Your work area is neat and clean
5. You are waiting for your table to be called

Student Behavior Expectations

- Arrive to school and class on time and in uniform
- Come to school and class prepared (pens/pencils, agenda, homework, supplies, etc.)
- Follow First Five and Final Five (May be different for each class)
- Follow crew and class protocols (i.e. saying Model Citizen Pledge, active participation, etc.)

SLANT

- Sit up Straight
- Lean Forward
- Act Interested/Ask Questions
- Nod Your Head
- Track the teacher with your eyes

RESPECTFUL

Looks Like:	Sounds Like:	Feels Like::
<ul style="list-style-type: none">• Eye Contact• Positive and Confident Posture• Honor Personal Space	<ul style="list-style-type: none">• Professional Voice• Inside Voice• Clean Language• Speak Clearly	<ul style="list-style-type: none">•Calm•Comfortable•Safe

Student Behavior Expectations, con't

Body Language Expectations

For students and teachers positive body language is expected throughout the school day at World of Inquiry School as it presents us as professional students and teachers. The body language we use shows respect for others and respect for ourselves and is present both in school and in the community at all times.

Professional Body Language Includes:

- Make eye contact with anyone you come in contact with (i.e., fellow students, teachers, staff in the building, visitors, community members, etc.)
- Sit up straight in chairs
- Maintain appropriate personal space
- Shake hands
- Verbally address teachers and community members with words as opposed to sounds
- Use respectful facial expressions throughout the day.

Discipline

Teachers will establish classroom, hallway and field study norms that promote consistency with other teachers in the building.

Discipline is:

- A process through which individuals learn and demonstrate expected, appropriate behaviors.
- An orderly and structured environment.
- Achieved when students, parents/guardians, teachers, principals, administrative and other support personnel accept responsibility for their own behaviors and respect the rights of others.

In-School Suspension (8:30am-11:30am) (12:30pm-2:30pm)

The Rochester City School District (RCSD) is committed to ensuring that our schools are safe, secure, and orderly environments in which teaching and learning take place each day. Safe, supportive school environments depend on students, staff, and parents demonstrating mutual respect. All members of the school community: students, staff, and parents must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. The RCSD Code of Conduct provides a comprehensive description of unacceptable behavior.

Discipline, con't

The RCSD Regulations of Intervention and Discipline provides a range of permissible disciplinary and intervention measures which may be used when students engage in such behaviors, as well as a range of guidance interventions schools may use to address student behavior. The RCSD Board of Education's Code of Conduct and the RCSD Regulations of Intervention and Discipline apply to all students, including those with disabilities.

In-School Suspension (ISS) is one disciplinary action that may be assigned to a student.

The purpose of the in-school suspension (ISS) assignment is to hold students accountable for their behavior and their school assignments while they remain in school after having committed a violation of the Rochester City School District Board of Education Policies on the student code of conduct.

Education cannot proceed effectively without good, consistent discipline. Discipline is the training of the mind and character in order to improve the quality of life. Discipline provides the orderly conduct needed to operate the school. Students are expected to behave in a mannerly and cooperative way to promote their educational, social and emotional development. Students who do not comply with the accepted conduct standards will be disciplined in accordance with the Rochester City School District Board of Education Policies involving Code of Conduct

- Students will enter through Exit 1 (University Avenue Entrance) and surrender all electronic equipment (i.e. cell phones, I-pods, CD players, etc.) to the School Safety Officer upon entering the building. Items will be safely locked away during the school day and returned to student at the end of the ISS school day.
- Students will be ushered directly to ISS instead of their first period class by the ISS Teacher. They must be in the ISS room by 8:45am; any student who arrives after 8:45am will be considered tardy.
- Students must wear their school uniform while in ISS. If the student does not come in uniform, the ISS Teacher will contact the family so that they can bring the student's uniform. Additional follow-up will be coordinated by the administrator of student management.
- Students will be assigned a specific seat and must stay in their seats unless given permission to move from the ISS Teacher.
- Students will follow all RCSD school board policies and school rules while in ISS.
- No gum, food or drinks will be allowed in ISS. ***At 11:30am, the morning ISS group will be dismissed from school and escorted out of the building.***
- All daily assignments must be completed on the day it is assigned.
- ISS Students will not be allowed to attend any extra-curricular activities during their time in ISS (SWMM, athletic events, practices/rehearsals, exhibition nights, pep rallies, guest speakers, etc.)
- The ISS teacher, in collaboration with the administrators and crew advisor will select public apology letters to be read at the SWMM.

School Wide Morning Meeting

Each Wednesday, the entire high school meets for School Wide Morning Meeting (SWMM), a 30 minute student run show featuring our radio show (WGYB), student presentations, awards, and activities. SWMM is a fun, relaxed, and (at times) serious place. While SWMM generally include comedic elements and light hearted competitions, SWMM is also where the school celebrates successes and has open and honest discussions about community challenges.

Each week a different crew (or pair of crews) is responsible for presenting the reading and greeting; while another crew is responsible for leading the Griffin Challenge (weekly activity).

Students are expected to actively participate each week. Active participation means working with your crew to present elements, collaborating with your crew during the Griffin Challenge, celebrating other crew member's successes and being respectful of all crew members at all times.

Academic Expectations

Homework Policy: At teacher/grade level's discretion

Make-Up Work: Students are expected to make up any work missed due to an excused absence. Students must connect with each teacher to receive missed work. Any incomplete work will receive a grade of 0 if not completed within the time period specified by the teacher. Students with excused absences in excess of 3 days must meet with their crew advisor to develop a plan of action.

Cheating: Cheating during a quiz, test or copying another's assignment or allowing someone else to copy your assignment. If a student is caught cheating during an assignment, he or she will receive a "No Credit" for the assignment. Penalty may also include a written apology to the teacher or other offended party. Parent and administration will be notified.

Plagiarism: Plagiarism is to use, intentionally or unintentionally, the ideas or writing of another as one's own. This can include paraphrasing or manipulating text written by another without awarding the author credit. It is a form of stealing. When a teacher determines that a student has plagiarized, the teacher will first determine if the student's actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught?

Academic Expectations cont.

In cases where the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated and required to resubmit the assignment independently. In cases where the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), the case will be referred to the administration for disciplinary consequences.

Food, Gum, & Drink Policy

- No Gum
- No Sunflower Seeds
- No caffeinated drinks
- No glass bottles/containers/etc.
- Unless teacher or PTC provides healthy snacks for the class, no food allowed in class
- Absolutely no food or drinks allowed in library, multi-media room, science lab, music rooms and gym

Students may have water as long as it is stored in a transparent plastic water bottle. Other drinks—flavored water, juices, milk etc.—may be consumed in the lunch room during lunch.

Students will be asked to throw away unapproved drinks and snacks.

Electronic Device Policy

The purpose of this policy is to allow the World of Inquiry School community to be able to focus on education and maintain an inviting and safe educational environment for all. A constituency body of teachers, parents, administrators and members of SBPT adapted this policy to suit the needs of WOIS in response to calls to clarify expectations.

The use of personal electronic devices is prohibited in school. As per RCSD policy, the use of cell phones, smart watches, ipods, CD players, MP3 players, pagers, beepers, headphones, headsets, ear buds, tablets, eReaders, and any other personal computing or electronic device may result in a suspension from school.

Please leave these items at home. **If you require your child to carry a cell phone for emergency (or any other) reasons, it must be turned off and out of sight during the school day. It is recommended that students store such items in their locker “The student alone will bear the cost of the loss of any prohibited item, and WOIS staff is not responsible for investigating the loss or theft of any prohibited items; so please leave these valuable items at home.”**

Electronic Device Policy, con't

WOIS will implement a zoning system of permissible use of personal electronic devices for “acceptable use” only. Approved area is limited to:

Green zone – cafeteria during breakfast and lunch only

Students may not use personal electronic devices in any other area:

Yellow zone – administrative offices – by permission only

Red zone – Classrooms, hallways, gymnasium, rest rooms, locker rooms and all other instructional areas

Students using electronic devices outside of the approved zone will have their item confiscated and issued a consequence.

Reasons for prohibiting cellular phones and other electronic devices include, but are not limited to:

- ❖ **Focus on Instruction** – the primary reason for being in school is to focus on student education with the goal set on graduation; this remains the primary focus
- ❖ **Student Safety** – while a valuable communication tool, cellular phones may be used to endanger others; each individual student’s right to privacy should be maintained
- ❖ **Building Safety** – the use of cellular phones during emergencies and drills is prohibited
- ❖ **Theft Prevention** – cellular phone theft is now the primary type of theft in schools; the cellular phones collected will be stored in a secure and monitored location to prevent such incidents from occurring on campus
- ❖ **Cyberbullying Prevention** – limiting the availability of cellular phones during the school day will prevent this type of incident from occurring during the school day

1. To facilitate this service, WOIS staff ask that the students adhere to the following protocols:

- Turn off cell phones/electronic devices and put them in your book bags before entering the lobby (for scanning).
- Electronic devices must be turned **off and out of sight** during the day. To be clear, devices must be turned **OFF** and not on vibrate or any other silent indicators.
- It is strongly recommended students store all electronic devices in their locker during the school day.
- Electronic devices cannot be visible outside the approved zone. This includes but not limited to carrying it in:
 - Hand,
 - lap, or
 - any pocket in which it is visible

Electronic Device Policy, con't

2. **Late students** must hand electronic devices into main office upon arriving late to school. Devices may be picked up at the end of the day from the main office. Cellular phone will **only** be returned at the end of the student's school day.
 - If the student needs to leave school, the cellular phone will be given to the person signing out the student.
 - The electronic device bin will be stored in a secured location until dismissal.
(Main office)

3. **Violations of the Discipline Code** – students who violate the discipline code will face appropriate disciplinary action. With regard to cellular phones, these types of disciplinary issues include, but are not limited to:
 - Using the cellular phone/electronic device during the school day outside of designated approved zones
 - Using another students' device to violate electronic device protocol
 - Attempting to bring unauthorized persons in the vicinity of the school building with the cellular phone/electronic device
 - Distributing libelous, slanderous, or lewd statements and/or pictures with the cellular phone/electronic device
 - Attempting any unauthorized audio or video recording
 - Any and all harassment, intimidation, and/or bullying behavior conducted on the cellular phone/electronic device
 - Attempting to sneak the electronic device into the school building while on restriction
 - Attempting to take anyone else's property
 - The commission of any crime
 - Scholastic dishonesty: Cellular phones/electronic devices are prohibited during **all** exams

Cellular phones that are used during the violation of the discipline code **will be confiscated and the offending student will receive a Saturday detention**. Failure to abide by the electronic device policy is done so at the student's own risk! Confiscated cellular phones and other electronic devices **may be returned to the parent/guardian** during a scheduled discipline meeting. **Otherwise, confiscated items will be released after offending student serves and successfully completes a Saturday detention**. Multiple offenses may result in extended confiscation or revocation of the privilege and may include a suspension.

By following these procedures, WOIS will be able to focus on instruction and maintain an inviting and safe educational environment for all.

Electronic Device Policy, con't

1. Violations can result in the following consequences but are not limited to:

- Teacher warning of inappropriate use
- Teacher determined classroom consequence
- Student sent to administrator
- Student assigned Saturday detention. Student will receive the device back upon successful completion of Saturday detention
- Electronic device confiscated. Administrator will contact a parent for a disciplinary meeting during which time they may pick up the device (after signing electronic device compact)
- Cell Phone restriction; student placed on cell phone restriction for a period of time
- Revoking all cell phone privileges (with parent discussion)
- Failure to report for Saturday detention will result in a two day suspension.

2. Confiscated Items and Restriction for Repeat Offenders:

- Students in violation of electronic device policy will have their device confiscated and will be assigned Saturday Detention
- Repeat offenders will be placed on restriction and have their items collected daily
- Repeat offenders will be placed on cell phone restriction for a period of time:
 - Month
 - Marking Period
 - Semester
 - Year
- Student placed on restriction must turn in cell phone/electronic device upon entering school building each day for the period of time assigned.
- Each student to have a baggie with their name, ID #, Crew and last period class on it
- Students on restriction must pick up their electronic device from main office
- Failure to turn in electronic device may result in revoking students' cell phone privilege and additional consequences.

Devices not picked up by June 30th will be discarded.

3. Acceptable use:

Note: *Students may not use electronic devices to record, transmit, or post photographic images or video of a person or persons on school grounds during the school day unless it is part of a class project **AND** specifically authorized by a WOIS Staff Member*

In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of a cell phone is not a right but a privilege. When abused, privileges will be withdrawn.

Electronic Device Policy, con't

Green Zone (Exclusively in the cafeteria during breakfast and lunch):

1. Students may text, play games, use the Internet, and check emails accounts.
2. Students are prohibited from making or receiving audio and/or video phone calls.
3. Students will practice Internet safety with online resources.
4. Students may use social media, but may not post pictures, take video, or use video chat. All posts to social media should reflect Griffin Values. Students will be held accountable for any negative postings,
5. Students may not use cell phones to “bully” or to post derogatory statements about students, faculty, or staff via text message or Social Media.
5. Students may listen to audio feature with headphones only. The use of speaker features is prohibited.

Overview of Internet safety: Cyber-safety rules shall be reviewed with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe cell phone behaviors.

- Protect personal information of self and others by not sharing full names, home addresses, phone number(s), ages, birthdates, and passwords.
- Notify the appropriate school authority if dangerous or inappropriate information or messages are encountered.
- Practice safe and respectful communication.
- Abide by copyright laws and procedures.
- Understand the permanence of digital footprints.
- Use mobile phones and digital devices responsibly to enhance the capacity for learning, communication and collaboration.

Yellow Zone (WOIS main office and grade level offices):

1. Students must request and be given permission from a WOIS staff member to use their cell phone in these areas.
2. Cell phone uses is strictly limited for students to text or make a phone call to contact family members concerning pick up **after** school.
3. The best way for parents to communicate with your child in the event of emergencies is by contacting the grade level office.

Reminder concerning any early dismissal: Students must use a grade level office or main office phone to contact a parent/guardian to get permission to leave school premises for illness, doctor/dentist appointments or any other approved absence. WOIS staff must speak with a parent/guardian to receive such permission prior to the student leaving.

Electronic Device Policy, con't

Red Zone:

Cell phone use by students is strictly prohibited at all times. Students violating this policy can have their cell phone confiscated without warning and are subject to disciplinary consequences.

The use of personal electronic devices is not permitted in locker rooms or bathrooms or in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school.

Guidelines for Teacher Discretionary use in his/her classroom:

Teachers should outline acceptable use of cell phones in the classroom at the beginning of the school year. Consequences for noncompliance should be included in this policy.

Guidelines for teachers:

- 1 **Instructional Use:** While in the classroom, students are expected to use RCSD electronic devices solely for educational use. Laptops, computers, software, Internet, and other electronic resources, including assistive technologies are permitted, with the teacher's permission and when used for educational purposes.
- 2 **Personal Organization:** Students may use personal electronic devices to track or send assignments with teacher permission.
- 3 **Collaboration:** Students are allowed to use technology to collaborate with one another and with teachers on academic work or other projects when appropriate and with the teacher's permission.
- 4 **Downloading/ Uploading:** Students are permitted to download/ upload files pertaining to their assignments from memory sticks or other devices onto a school computer only with the permission of a teacher.
- 5 **Personal electronic devices should not be used in the classroom for listening to music, watch music videos, or for social media.**
- 6 **Field Studies:** Teachers should outline the specific policy for appropriate cell phone and electronic device use prior to leaving for a field study.

Should an "emergency" arise requiring a student to use a cell phone during the day, the student may request an office pass from the classroom teacher. Upon hearing the student's rationale, the teacher may issue the student an office pass. Once in the office, the student may use the cell phone under the supervision of school personnel.

2015-2016 Secondary Schedules

7th Grade

Monday-Friday	
7:55-8:23	AM Crew
8:23-9:08	Period 1
9:11-9:56	Period 2
9:59-10:44	Period 3
10:47-11:17	LUNCH
11:20-12:05	Period 5
12:08-12:53	Period 6
12:56-1:41	Period 7
1:44-2:29	Period 8
2:30	Dismissal

8th Grade

Monday-Friday	
7:55-8:23	AM Crew
8:23-9:08	Period 1
9:11-9:56	Period 2
9:59-10:44	Period 3
10:47-11:17	LUNCH
11:20-12:05	Period 5
12:08-12:53	Period 6
12:56-1:41	Period 7
1:44-2:29	Period 8
2:30	Dismissal

9th- 12th Grade

Monday-Friday	
7:55-8:23	AM Crew
8:23-9:08	Period 1
9:11-9:56	Period 2
9:59-10:44	Period 3
10:47-11:32	Period 4
11:35-12:20	Period 5
11:35-12:05	Lunch Grades 9/10
12:08-12:53	Period 6
12:23-12:53	Lunch Grades 11/12
12:56-1:41	Period 7
1:44-2:29	Period 8
2:30	Dismissal

World of Inquiry High School #58
National School Change Award – Fordham University

200 University Avenue

National Excellence in Urban Education Award San Diego State University

Rochester, New York 14605

National Blue Ribbon Award – US Department of Education

World of Inquiry School

Crew Compact

School Commitment:

The World of Inquiry School will provide a rich learning environment for all students. The environment will challenge their thinking, promote learning by doing, and encourage life-long learning so that young people will be engaged, collaborative citizens. School leadership will focus on a combination of student learning, progress, and school community building. The Expeditionary Learning Schools model will guide the instructional program which will be provided by highly qualified teachers. We will embrace and cultivate relationships with our families and community to help our children succeed. The WOIS is a community of high expectation.

Parent Commitment:

I will have my child arrive at school every day ready to learn. I will provide my child with the support to be emotionally prepared to face the demands of school. I will ensure that my child will wear “crew wear” daily, complete all homework assignments, and work collaboratively with adults and peers. I will be a full partner in my child’s education by attending student led conferences and exhibitions that celebrate and honor my child’s learning and work. I will be a member of the World of Inquiry School Crew and will hold high expectations from myself, child and school.

Student Commitment:

I will come to school every day ready to learn. I will nourish my body with sleep and proper nutrition. I will complete all my homework assignments. I will participate fully in my classes, crew advisory teams and learning expeditions. I will be a good citizen in my school and community by being respectful to my peers and teachers at all times. I will resolve problems in a productive way. I will be a part of a learning community that works in cooperative groups and respects each other’s opinions. I will be a crew member who believes we are a community of high expectations.

Principal Signature

Parent Signature

Student Signature

