

# Joseph C. Wilson Foundation Academy Parent Handbook



# Joseph C. Wilson Foundation Academy

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Rochester, New York 14611  
(585) 463 4100

[www.rcsdk12.org/wilsonfoundation](http://www.rcsdk12.org/wilsonfoundation)

Email: [WFAinfo@rcsdk12.org](mailto:WFAinfo@rcsdk12.org)

## **Principal**

Dr. Deasure A. Matthew

## **Assistant Principals**

Ms. LoWan Brown

Mr. David Dorsey

## **Community School Site Coordinator**

Ms. Chantal Lischer

## **International Baccalaureate (IB)**

### **7<sup>th</sup>/8<sup>th</sup> Grd. Middle Years Program Coordinator**

Mrs. Lori Locker

### **K-6<sup>th</sup> Grd. Primary Years Program Coordinator**

Mrs. Katie Chinappi

## **School Counselor**

Mrs. Sherrolletta Scissum

## **Community & Parent Liaison**

Ms. Tiffany Bumphis

## **Senior School Secretary**

Ms. Ashley Broughton

**Joseph C. Wilson Foundation Academy**  
**International Baccalaureate World School**

**SCHOOL PRINCIPAL**

Dr. Deasure A. Matthew

**Assistant Principal**

LoWan Brown

**Assistant Principal**

David Dorsey

**Athletic Director**

Joseph LaPietra

**Community School Site Coordinator**

Chantal Lischer

**COUNSELOR**

Sherrolletta Scissum  
x2150

**SOCIAL WORKER**

Melissa Woods  
x4130

**PSYCHOLOGIST**

TBA

**IB/MYP COORDINATOR**

Lori Locker

**IB/PYP COORDINATOR**

Katie Chinappi

**Senior School Secretary**

Ashley Broughton  
x1000

**Cafeteria Manager**

TBA  
x4430

**School Engineer**

Ariel Bauza  
x4850

**Grade House Office**

Alzalia Collins  
x2100

**Office/Attendance Clerk**

Maisha Carson  
x4041

**Librarian**

Mathew Knope  
x2570

**School Nurse**

TBA  
x4210

**Nurse Assistant**

Donna Kocienski  
x4200

**Parent Liaison**

Tiffany Bumphis  
x4160

**Parent District Hotline**

262-8700

**Parent Support Email**

[ParentCenter@RCSDK12.org](mailto:ParentCenter@RCSDK12.org)

**School Email Address**

[WFAinfo@RCSDK12.org](mailto:WFAinfo@RCSDK12.org)

# Table of Contents

## I. Welcome

Mission Statement & School Vision---5  
A Message from the Principal---6  
Parent Teacher Student Association---7

## I. Rochester City School District's Policies

Non-Discrimination Policy---8  
Emergency Closing---8  
Code of Conduct---8  
Emergency Response Plan---9

## III. Students' Rights & Responsibilities

Positive Behavior Support Matrix---10  
IB Learner Profile---11  
Uniform Policy---12

## IV. Rochester City School District's Grading Policy

Grading System---13  
Marking Periods---13  
Honor Roll Requirements---13  
ParentCONNECT---14

## V. The International Baccalaureate Program

What is IB? PYP, MYP, and DP---15  
IB MYP Areas of Interaction---16  
IB PYP Six Transdisciplinary Themes ---16  
Academic Honesty---17

## VI. Honors Program Principles & Standards Agreement

Student Agreement---18  
Parent Agreement---18  
Teacher Agreement---18

## VII. Wilson Foundation Academy Practices & Procedures

School Hours---19  
Visitors---19  
Phone Calls---19  
Transportation---19  
Attendance---20  
Early Dismissal---20  
Tardy/Lateness---20  
Cell Phones & Electronic Devices---21  
Lockers---22  
Lost Textbooks & School Property---22  
Lost & Found---22  
Library Procedures---23

## VIII. Student Activities

Academic Eligibility---24  
Modified Sports List---24  
Clubs & Groups---25

## **School Mission Statement**

***We believe in:***

Excellence for all students in all aspects of their development

## **School Vision**

The Joseph C. Wilson Foundation Academy students, parents, faculty and staff are committed to providing and participating in a rigorous academic program that ensures that all students are prepared to be responsible productive citizens. We are committed to creating an environment that promotes academic excellence, fosters an active appreciation of all cultures and develops students' senses of personal responsibility.

And for all of us, we envision Wilson Foundation Academy to be a place where we are challenged and supported in such a fundamental way that we become true caring contributors in school and in the broader community.

## **School Motto**

***"The Wilson Way"***

We are respectful, we are responsible, and we are safe



# A Message from the Principal

It is with great enthusiasm that I welcome you to the Joseph C. Wilson Foundation Academy's community of learners! Wilson has an ongoing reputation for excellence and I look forward to sharing in your success as you continue this tradition. Your experience here will be unique to any other, as Wilson is currently the only International Baccalaureate (IB) Middle Years Program (MYP) School for 7<sup>th</sup> & 8<sup>th</sup> graders in the Rochester City School District and we are building the foundation to be recognized for the IB Primary Years Program for grades K-6. The adults at Wilson Foundation Academy are committed to your growth, both academically and socially. Through the IB model, we will guide you in developing the critical thinking and communication skills necessary for becoming a successful member of society.



Wilson Foundation is a warm and friendly environment where individual perspectives are both encouraged and appreciated. You will have the opportunity to participate in a wide range of academic programs and social activities and to showcase your unique abilities as a scholar. We believe that you are motivated to do well and that you will maximize your potential and enjoy academic excellence with our support and encouragement. We look forward to getting to know you this year and trust that your experience as a Wilson Scholar will be a rewarding experience.

Have a great day...the Wilson Way!



*Dr. Deasure A. Matthew*  
Principal

# Parent Teacher Student Association

The Wilson Foundation Academy's PTA is called P.A.W.S (Parents Always Willing to Serve) Committee and is an organization of students, families and staff that provides additional support for the school community. The PAWS partners in fundraising activities, special events, community service, and additional tasks that benefit the students of WFA. Anyone interested in joining the PAWS should contact the school's Parent Liaison.



The objectives of the National PTA:

- To promote the welfare of children and youth in home, school, community, and place of worship.
- To raise the standards of home life.
- To secure adequate laws for the care and protection of children and youth.
- To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
- To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

The purpose of Wilson Foundation's PAWS:

- To encourage parent participation and engagement
- To stimulate parent involvement to raise the level of parent voice
- To encourage parent agency in the WFA community to build ownership and choice
- To advocate for the school as a Community Partner in the Southwest area and 19<sup>th</sup> Ward
- To promote the school-to-home partnership

# **Rochester City School District's Policies**

## **Non-Discrimination Policy**

Joseph C. Wilson Foundation Academy does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, handicapping condition or sex in the educational programs and activities which it operates. This policy is in compliance with Title IX of the Educational Amendments of 1982. Inquiries concerning this policy may be referred to the Principal, or the City School District's Affirmative Action Officer, 131 West Broad Street, Telephone: 262-8100.

## **Emergency School Closings**

In the event that schools are closed due to severe weather or other emergency situations, an announcement will be made on local T.V. and radio stations. The District will notify stations by 6:00 a.m. if schools are closed for the day. Also, parents will receive an automated telephone call informing them of the closure,

If it becomes necessary to close early on a given day, an announcement will also be made on local T.V. and radio stations, and a phone call will be made to parents. School personnel will not leave their buildings until all students are provided transportation home and walkers are dismissed.

## **Code of Conduct**

The District's Code of Conduct promotes a positive learning environment for all students. It outlines expectations for the responsible behavior of all partners in the school community; students, teachers, administrators and other staff, parents, and visitors to schools. The Code is available in the Main Office and on the District's website, [www.rcsdk12.org](http://www.rcsdk12.org).



# EMERGENCY Response

## ROCHESTER CITY SCHOOL DISTRICT

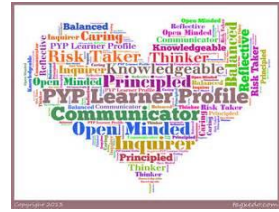
| <b>Shelter-In-Place</b>   | <b>Hold-In-Place</b>  | <b>Evacuation</b>  | <b>Lockout</b>   | <b>Lockdown</b>  |
|---|---|--|--|--|
| <p><i>Used for weather emergencies, chemical or other disasters occurring outside the building that effect HVAC with the building or ability to safely evacuate the building due to health or safety of life.</i></p> <p>May be announced via the public address system, in person, via email or telephone. Use plain language, for example, "The building will be sheltering in place..."</p>  | <p><i>Used to limit movement of staff and students while dealing with a short term potential or actual emergency situation.</i></p> <p>May be announced via the public address system, in person, via email or telephone. Use plain language, for example, "The building will be holding in place..."</p>   | <p><i>Used when the building needs to be evacuated quickly</i></p> <p>Will be announced via the fire alarm system. On very rare instances other methods will be used, such as the public address system, email, telephone messaging or in person evacuation announcements (i.e. internal gas leak). RCS D uses no codes. Use plain language, for example, "The building is being evacuated..."</p>   | <p><i>Used to secure the building during incidents that pose a potential imminent threat outside of the building.</i></p> <p>May be announced via the public address system, in person, via email or telephone. RCS D uses no codes. Use plain language, for example, "The building is being placed in Lockout..."</p>   | <p><i>Used to secure the building during incidents that pose an imminent threat inside the building.</i></p> <p>May be announced via the public address system, in person, via email or telephone. Personnel may also choose to lockdown without official notification if they hear gunfire, screaming, etc. Use plain language, for example, "The building is being placed in Lockdown..."</p>  |
| <p><u>Procedures:</u></p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions</li> <li>• Be prepared to move to the interior of the building (cafeteria or gym)</li> <li>• Custodian: HVAC may need to be turned off and windows/doors secured/sealed</li> <li>• Students report to assigned or nearest classroom as quickly and safely as possible</li> <li>• Stay away from windows-if situation warrants</li> <li>• Teachers in classrooms take attendance and report missing and added students to the office</li> <li>• All outdoor activities are terminated</li> <li>• Staff members not in classrooms are to assist with clearing halls and completing other assigned tasks given by the Incident Commander and/or Operations Chief</li> <li>• Classes should continue unless instructed otherwise</li> <li>• Students should not leave classrooms unless escorted (unless otherwise instructed)</li> <li>• Listen for public address announcements and monitor email for updates.</li> </ul> | <p><u>Procedures:</u></p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions</li> <li>• Students report to assigned or nearest classroom as quickly and safely as possible</li> <li>• Teachers in classrooms take attendance and report missing and added students to the office</li> <li>• All outdoor activities are terminated</li> <li>• Staff members not in classrooms are to assist with clearing halls and completing other assigned tasks given by the Incident Commander and/or Operations Chief</li> <li>• Classes should continue unless instructed otherwise</li> <li>• Students should not leave classrooms unless escorted (unless otherwise instructed)</li> <li>• Listen for public address announcements and monitor email for updates.</li> </ul> | <p><u>Procedures:</u></p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions</li> <li>• All staff and students are required to leave the building quickly &amp; SAFELY when the fire alarm activates using the route posted by the door in the classrooms or a secondary route if the primary is blocked. Close all doors and windows as you leave.</li> <li>• Teachers will take attendance and report missing/extra/injured students to the runners</li> <li>• Students and staff members with functional needs will follow their pre-determined evacuation plans. Emergency Response Team members will assist with evacuating visitors, assist with injuries and check safe rooms/areas of refuge and report status to the Incident Commander</li> <li>• Students in specials will leave with their teacher using their designated or alternate route. Specials teachers will report attendance to runners</li> <li>• Students not in classrooms at the time of the alarm will exit the building immediately and safely. Once outside, they will join the nearest class and be put on an attendance sheet</li> <li>• Remain outside the building until the signal to re-enter the building is given</li> <li>• Listen for public address announcements and monitor email for updates.</li> </ul> | <p><u>Procedures:</u></p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions</li> <li>• All exterior doors &amp; windows are locked. One security officer or staff member will monitor the front door</li> <li>• Anyone who enters the building must show identification</li> <li>• Students must have parent/guardian permission to leave the building during a lockout</li> <li>• All outdoor activities are terminated</li> <li>• Classes should continue unless instructed otherwise</li> <li>• Listen for public address announcements and monitor email for updates.</li> </ul> | <p><u>Procedures:</u></p> <ul style="list-style-type: none"> <li>• Listen for instructions about the situation and your actions</li> <li>• All exterior doors &amp; windows are locked and badge access is disengaged</li> <li>• Gather students from the hallway around your room (including nearby bathrooms)</li> <li>• Lock the door. All staff and students should sit on the floor, away from the line of sight of the door</li> <li>• Leave lights and shades/blinds as they are</li> <li>• Take attendance – include additions and missing students. Keep this record with you at all times. Document and attend to any injuries</li> <li>• Do not allow anyone to enter or leave the secured area (i.e. classroom or office) under any circumstances</li> <li>• Do not answer or communicate through the locked door</li> <li>• Do not respond to the fire alarm unless imminent signs of fire or smoke are observed or you are advised to evacuate by firefighters</li> <li>• Do not talk within your secured area. Try not to make calls. If absolutely necessary, send short text messages</li> <li>• Monitor email and text updates from trusted sources. Do not respond to public address updates</li> <li>• Lockdown will end <u>ONLY</u> when you are key released from your room by RCS D staff or emergency responders.</li> </ul> |

# Students' Rights & Responsibilities

As a student at Wilson Foundation Academy you are expected to display the behaviors outlined on our school's positive behavioral support matrix, as well as promote the IB Learning Profile characteristics.

|   | School Campus  | Hallway  | Classroom  | Café  |
|---|--|--|--|---|
| <b>P</b><br>Positive Choices<br>& Attitudes | Be willing to help others<br>(follow the "Golden Rule")<br>Follow adult directions<br>at first request<br>Place all trash in the<br>closest trash bin        | Keep hands to yourself<br>Walk on the right side<br>of hallway and<br>stairwells                                 | Ask thoughtful<br>questions to promote<br>learning<br>Come prepared to<br>learn<br>(book, notebook, writing utensil, etc)<br>Follow classroom      | Discuss ideas, not people<br>Place all trash in the<br>closest trash bin  |
| <b>A</b><br>Accountability                  | Participate in approved<br>after school activities<br>Stay after school<br>for extra help  | Be in hallways at<br>designated times only<br>Have agenda ready to<br>show<br>Know/follow your<br>class schedule | Advocate for your<br>needs by following<br>class procedures for<br>seeking assistance<br>Record<br>assignments in<br>agenda                        | Make healthy choices<br>Sit in assigned rows  |
| <b>W</b><br>Working Together                | Respect other perspectives<br>and cultures<br>Use professional language<br>Find peaceful solutions<br>to conflict<br>(walk away, seek adult assistance, etc) | Provide assistance to<br>others<br>Use appropriate language<br>and volume  | Be an active listener<br>(one voice at one time)<br>Actively ignore<br>disruptions<br>Collaborate with<br>others<br>(take turns, contribute ideas) | Use your down time<br>productively:<br>*play a game<br>*complete homework<br>*read a book<br>*socialize quietly |
| <b>S</b><br>Scholarly Style                 | Arrive to class on time<br>Follow uniform policy<br>Remove head gear and<br>electronic devices and<br>place in secure location                               | Go directly to your<br>assigned class<br>Be in assigned seat and<br>ready to work when bell<br>rings             | Complete and turn in<br>class assignments<br>Take responsibility<br>for<br>your actions and<br>accept<br>both rewards and<br>consequences          | Say please and thank you<br>Wait your turn<br>Make new friends<br>Leave food in the café                        |

# IB Learner Profile



At Wilson Foundation Academy, our teachers and students focus on what it means to be a community of learners. Through the IB Learner Profile, our students and staff use a common language to describe and identify behaviors of successful learners. The ten learner attributes are described below.

**Inquirers** develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

**Knowledgeable** learners explore concepts, ideas, and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** learners act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-Minded** learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** learners show empathy, compassion, and respect toward the needs and feelings of others. They have a personal commitment to service, and they act to make a positive difference to the lives of others and to the environment.

**Risk-Takers** approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

**Balanced** learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

**Reflective** learners give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# Uniform Policy

Wilson Foundation Academy UNIFORM POLICY



Joseph C. Wilson Foundation  
Academy  
200 Genesee Street

## SCHOOL UNIFORM POLICY

(established by SBPT revised 2018)



- ◆ Kindergarten-6th Grade wear **red** OR black
  - ◆ Solid **red** or black long or short sleeve top
  - ◆ Solid **red** or black sweaters or sweatshirts may be worn over uniform shirt
  - ◆ Solid **black** or **tan** khaki pants, denim jeans, jumpers, skorts, or knee-length skirts or shorts
  - ◆ Mouth/nose safety mask



- ◆ 7th Graders **ONLY** wear black
  - ◆ Solid black long or short sleeve top
  - ◆ Solid black sweaters or sweatshirts may be worn over uniform shirt
  - ◆ Solid **black** or **tan** khaki pants, denim jeans, jumpers, skorts, or knee-length skirts or shorts
  - ◆ Mouth/nose safety mask



- ◆ 8th Graders **ONLY** wear **red**
  - ◆ Solid **red** long or short sleeve top
  - ◆ Solid **red** sweaters or sweatshirts may be worn over black polo shirt
  - ◆ Solid **black** or **tan** khaki pants, denim jeans, jumpers, skorts, or knee-length skirts or shorts
  - ◆ Mouth/nose safety mask



\*Special dress down and jeans days will be announced throughout the year.

# Rochester City School District's Grading Policy

Student progress is reported using the following grading system:

A+ = 95 or higher

A = 90 - 94

B+ = 85 - 89

B = 80 - 84

C+ = 75 - 79

C = 70 - 74

D = 65 - 69

F = 64 or lower

## Marking Periods

| Marking Period | Marking Period End                 |
|----------------|------------------------------------|
| 1              | 2 <sup>nd</sup> Friday in November |
| 2              | Last Friday in January             |
| 3              | Last Friday in March               |
| 4              | Last Day of School in June         |

## Honor Roll Requirements

Throughout the school year, Wilson Foundation celebrates the accomplishments of our students by recognizing those students who earned Honor Roll.

Honor Roll with Distinction:

- 7<sup>TH</sup>/8<sup>TH</sup>: 4.0 or higher G.P.A. with all A's
- K-6: Avg. 8.5 or higher & teacher recommendation

High Honor Roll:

- 7<sup>TH</sup>/8<sup>TH</sup> Min. G.P.A. of 3.2 with all C's or higher
- K-6: Avg. 7.5-8.44 & teacher recommendation

Honor Roll:

- 7<sup>th</sup>/8<sup>th</sup>: G.P.A. of 3.0 - 3.199
- K-6: Avg. 6 - 7.44 & teacher recommendation

\*\* Earning an F in any course, disqualifies the student for Honor Roll\*\*

# The What is IB Cheat Sheet...

Visit [ed-ucation.ca](http://ed-ucation.ca) to download your free set of Learner Profile posters today!

Underpinning the IB is the Learner Profile. The IB seeks to engender environments in which learners want to become:



## What is PYP?

The Primary Years Program (PYP) provides a curriculum framework of 5 Essential Elements:

**Knowledge:** content in math, language, social studies, science and the arts

**Concepts:** important ideas that have universal significance regardless of time or place within and across disciplines. Concepts are presented in the forms of questions that drive the inquiry.

**Skills:** specific capabilities in thinking, social interactions, communication, self-management, and research

**Attitudes:** dispositions, values, beliefs and feelings towards learning

**Action:** Making changes to and in the world.



## What is MYP?

The Middle Years Program (MYP) provides a curriculum framework of 5 Areas of Learning:

**Approaches to Learning (ATL):** ATL is concerned with “learning how to learn,” developing good study habits as well as critical thinking and problem-solving skills. Students learn how to identify and best use their own learning styles. It is designed to give students the tools and confidence they need to be life-long learners. Features of ATL include the use of a homework agenda, developing a learning disposition, reflecting and completing self-evaluations at the end of the trimester.

**Health and Social Education (HSE):** HSE concentrates on respect for body and mind and helps students learn to make informed choices about their own lives.

**Community and Service (CS):** all students in grades 6 to 10 are required to participate in CS, which helps students develop a sense of belonging and responsibility to their community.

**Human Ingenuity (HI):** HI focuses on the changes human creative genius has brought to society. Learning by example, students are encouraged to appreciate the creative drive to transform and improve life.

**Environments:** Environments develops a sense of responsibility for creating a world fit for present and future generations and is closely related to the community service programme.



## What is DP?

The Diploma Programme (DP) has four Essential Components:

**Study of six subjects:** students study three courses at Higher Level (HL) and three others at Standard Level (SL) (see box at the bottom), each of which students sit externally assessed examinations at the end of the two-year programme.

**Extended Essay:** students are introduced to and guided in university-level research through the Extended Essay process, culminating in the writing of an approximately 4,000-word essay.

**Theory of Knowledge (ToK):** ToK is a foundational course that all DP students take, helping them to explore and understand the problematic and holistic nature of knowledge.

**Creativity, Action, Service (CAS):** a programme designed to help students develop their creativity, well-

# IB MYP (7<sup>th</sup>/8<sup>th</sup> Grade): Areas of Interaction

The areas of interaction provide the MYP with its unique core. Teaching subject areas through these contexts allows teaching and learning to focus on attitudes, values and skills.

**Approaches to learning (ATL)** The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.

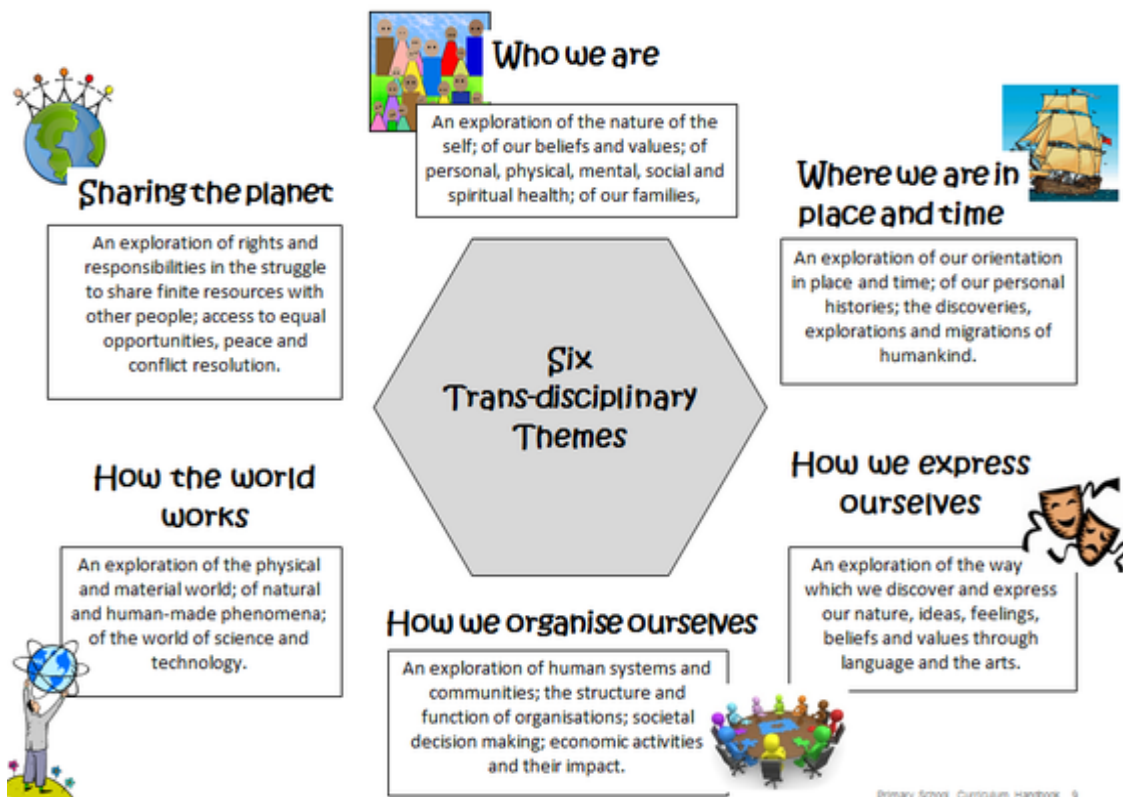
**Community and service** considers how a student engages with his or her immediate family, classmates and friends in the outside world as a member of these communities.

**Health and social education** delves into the range of human issues that exists in human societies, such as social structures, relationships and health.

**Environments** consider how humans interact with the world at large and the parts we play in our environments.

**Human ingenuity** deals with the way in which human minds have influenced the world, for example, the way we are, think, interact with each other, create, find solutions to and cause problems, transform ideas and rationalize thought.

# IB PYP (K-6<sup>th</sup> Grade): Six Transdisciplinary Themes



Primary School Curriculum Handbook 9



## Academic Honesty Policy

The students at Joseph C. Wilson Foundation Academy and High School are expected to demonstrate the highest standards of academic, personal, and social integrity. Honesty and integrity are desirable character traits as recognized in the Rochester City School District's Code of Conduct. Assignment grades should be an accurate indication of a student's own work and knowledge. Academic dishonesty is generally defined as cheating or creating a false impression of one's work and performance. Cheating is an attempt by the student to demonstrate a level of skill that is not a true reflection of ability or effort.

The following are examples of academic dishonesty that are not acceptable at Joseph C. Wilson Foundation Academy and High School:

- Copying another person's homework
- Letting someone copy homework or assisting in another's cheating in any way
- Looking at another person's paper and copying their answers
- Talking with another student during a quiz or test
- Using hidden notes on a quiz or test
- Sharing information about what is on a quiz or test with other students
- Making up or changing actual laboratory data
- Having someone do your work for you, including a tutor or your parents
- Participating in plagiarism:
  - Copying directly from the Internet, by cutting and pasting someone else's work into your work
  - Rewording someone else's words and not giving them credit for the ideas, and thereby passing someone's ideas off as your own
  - Using a foreign language translator to change work from one language to another and then using that translation as if it were in your own words
- Turning in an old project done by you or someone else
- Letting your partner do all of the work on a project and then putting your name on the project as if you had done an equal share of the work
- Forging another person's signature, including a parent's signature
- Performing any act of dishonesty in regard to your academic achievement.

Students should assume that all work, including homework, is to be done individually unless the teacher states that working together on a particular assignment is permitted.

Students should strive to make their work original and personal. Though it is okay to use ideas from someone else, it is necessary to credit where the information came from. Information regarding references should be included within the written work as well as on a 'Works Cited' page at the end of a document.



# Joseph C. Wilson Foundation Academy

## Academic Honors Program

### Principles and Standards Agreement

The honors program at Wilson Foundation Academy is a rigorous curriculum designed for the academically motivated scholar who has the potential to earn advanced credits. In order for a scholar to be successful, it is imperative that he/she be a consistent and dedicated learner. Wilson Foundation Academy requires the following commitment from students and support from families:

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

#### Student Agreement

I agree to the following terms and conditions for participating in each honors class in which I am enrolled. I will:

- **Follow the rules** of Wilson Foundation Academy as outlined in the Student Handbook and the RCSD Code of Conduct.
- **Actively participate** in class daily by being prepared, listening attentively, offering relevant comments, posing insightful questions, and taking notes. I agree to meet the expectations set forth in each class.
- **Be proactive** about my education and ask for assistance outside the class period whenever I need it.
- **Submit quality work** by established deadlines.
- **Maintain at least a B** in all classes and abide by the Academic Review Process.
- **Manifest the highest degree of academic integrity.** Direct or indirect cheating or plagiarism will be grounds for immediate removal from the program.
- Understand that continuance in the program will be determined by student progress, attitude, and motivation.

\_\_\_\_\_  
PRINT Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

#### Parent Agreement

I hereby grant permission and consent for my child to enroll in the Honors Program at Wilson Foundation Academy.

- I agree to support all of the terms of this honors agreement.
- I will support my child's academic growth and encourage development of independent study skills.
- I understand that participation in this program is conditional and subject to review at any time.

\_\_\_\_\_  
PRINT Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# Practices & Procedures

## School Hours



School starts at 7:30 am every day, and ends at 2:00 pm. Parents who pick up their child **MUST** pick them up no later than 2:15 PM.

## Visitors

Upon arriving at school, all visitors must report to the Reception Desk to sign in and obtain a visitor's badge to be worn during their visit. All visitors will be escorted to their destination by a School Safety Officer or other staff personnel. Before leaving, all visitors must report back to the Reception Desks to sign out and return the visitor's badge. To limit interruptions to classroom instruction, please arrange in advance meetings with teachers or classroom observations. If a parent comes to school without an appointment, his/her child's Assistant Principal will be contacted. Every effort will be made to arrange a meeting between the parent and teacher. If the teacher cannot meet with the parent at that time, an appointment will be scheduled for a mutually agreeable time.

## Phone Calls

During instructional time, all phone calls will be directed to the teacher's voicemail. If possible, teachers will return the call within 24 hours.



## Transportation

Students who live more than a mile and a half from the school and children who have certain disabilities will receive transportation. If your address changes during the school year, please contact the main office so that appropriate transportation arrangement can be made. Transportation changes typically take five (5) to ten (10) school days before taking affect.

# Attendance

All students are expected to strive for 100% attendance. However, in the event a student is absent, parents have the obligation to inform the school. Upon returning to school, students must present a written excuse from their parent or guardian to their first period teacher. It is the students' responsibility to obtain all work missed during an absence. All make-up work must be submitted to their teachers within ten (10) days of their return to school. If a student is going to be absent for an extended period of time, the parent can request to have work sent home by contacting the school counselor. Please allow 24 hours for this request to be honored.



## Early Dismissal

### 1. If a student has a note:

- 7<sup>th</sup>/8<sup>th</sup> Graders: The student should report to the House Office in the morning and Ms. Collins will verify with parent. The student will be given a pass right before s/he leaves school.
- K-6 Graders: Classroom teacher will notify Main Office and Attendance Office.

### 2. If a student is ill:

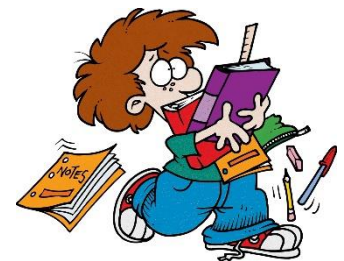
The student must see the nurse. The nurse may dismiss. If the nurse does not dismiss, the student should return to his/her class.

### 3. If a student wants to be dismissed and has no note:

The student should go to the appropriate Office where the appropriate staff person will verify dismissal with parent/guardian.

## Tardy to School or Class

Students are expected to arrive to school and class on time. Students who have unexcused instances of lateness, whether to class or to school, will face the following consequences:



|                  |                   |
|------------------|-------------------|
| First incident:  | Warning           |
| Second incident: | Detention         |
| Third incident:  | Parent conference |

If a student has a legitimate reason to be late to school, the student should submit a written excuse from his/her parent or guardian documenting the reason for the lateness. The student must sign-in at the Reception Desk to receive a tardy slip and then report directly to class.

# Cell Phones/ Electronic Devices

*The use of cell phones and electronic devices are strictly prohibited during the school day.*

## ELECTRONIC DEVICES POLICY

### Electronic Devices Policy

*Adopted August 2012*

(Includes, but not limited to, cell phones, iPods, MP3 players, video games, etc.)

**1. K-6 Graders: CELL PHONES ARE NOT ALLOWED IN SCHOOL – PLEASE LEAVE AT HOME**

**2. 7<sup>TH</sup>/8<sup>TH</sup> Graders:**

**COLLECTION SETUP:** Inside Exit 1:

- Collections will be done prior to scholars being scanned
- Boxes will be filled with individual envelopes labeled with scholars' names and ID #s. These will be organized in alphabetical order

**COLLECTION:** Adult will clarify scholar's name, take electronic device and insert into individually labeled envelopes. At 7:50, the boxes will be brought to the main office where they will be secured in the school vault until dismissal.

**LATE ARRIVALS:** Scholars will be scanned; safety officer (SSO) will take any electronic device and bring to the main office. SSO will give the labeled device to the main office secretary to insert into the appropriate scholar envelope located in the school vault.

**SCHOLARS ARRIVING after 10:30AM:** SSO at Front Desk collects devices after scholars go through scanning. Scholars write name and on envelope which is later picked up by school rep before dismissal

**SHOES BEEPING:** Scholars are expected to provide staff member at front table with any electronic devices on their person. Devices found in shoes or hidden in bags are treated as concealed devices.

**CONCEALED DEVICES:** Devices hidden on scholars (in shoes, under clothing, in bags, etc.)

#### **CONSEQUENCE FOR CONCEALING A DEVICE:**

Items that are detected after scanning process will be collected by an administrator. The parent/guardian will be called and will be expected to pick up the concealed electronic device(s).

Repeat offenders or scholars having to go through multiple scans before giving up or having their device confiscated will be assigned a consequence by a school administrator. This same action will occur if a scholar refuses to give up a detected device.

#### **RETURN OF DEVICES:**

Devices collected via building policy and expectations are returned at the end of the school day in a designated location by a staff member.

Please note: students may come to the House Office to use the phone if it is necessary to call home during the school day.

The Rochester City School District is not responsible for any lost or stolen items. Please leave valuables at home!



## Lockers

Students will be assigned a locker and locker combination at the start of the school year. Students are encouraged not to share their combinations with other students. They are encouraged to store any personal items in their locker. The school is not responsible for replacing any stolen items.

## Lost Textbooks & School Property

It is the student's responsibility to keep track of all school property that he/she has been assigned. The cost of replacing any lost Rochester City School District property will be the responsibility of the parent.

## Lost & Found

Located at the Security Desk.



# Library Procedures

## **PROCEDURES FOR USING LIBRARY:**

- Students must have a pass signed by teacher before entering library.
- Students can visit library during open periods to check out books, do research, read quietly or use the computers for educational research.
- Students must be respectful, prepared and have a purpose to be in library.
- No food or drink of any kind is allowed in library.
- When visiting library during open lunch periods, students must secure a written pass from one of their core teachers.
- During lunch periods, students must eat in cafeteria before visiting library with pass.

## **PROCEDURES FOR CHECKING OUT LIBRARY BOOKS:**

- Students can check out library books when visiting individually or with their teacher
- Students are allowed to check out 2 library books at a time and can borrow them for three weeks before they need to be returned or renewed.
- Students are responsible for returning all library materials on time and in good condition. If books are not returned on time, then students lose their rights to check out additional materials until they return all overdue books.

## **PROCEDURES FOR USING LIBRARY COMPUTERS:**

- Students must be prepared with correct ID# and network password before using library computers.
- Students must have an educational purpose for library computer use (research, word processing, specific assignment, etc.)
- Students are NOT allowed to play games, listen to music or use social networking sites while on computer.

ALL TEXTBOOKS WILL BE CHECKED OUT TO STUDENTS THROUGH CLASSROOM TEACHERS.



# Student Sports Activities

Wilson Foundation's sports program offers opportunities for students to participate in competitive sports at the modified level. Student athletes are provided opportunities for physical exams and must be re-qualified by a nurse or doctor prior to each season.

## Academic Eligibility

The sports program supports academic achievement by emphasizing the following eligibility requirements:

- Maintain at least a C average in all subjects.
- Maintain 93 percent daily attendance in each class.
- Demonstrate good citizenship.

The same requirements apply to student eligibility for extracurricular activities .

## Modified Sports (7<sup>th</sup>/8<sup>th</sup> Grade)

### FALL

Coed Soccer  
Girls Volleyball  
Boys Volleyball  
Football



### WINTER

Boys Basketball  
Girls Basketball  
Swimming  
Wrestling



### SPRING

Boys Baseball  
Girls Softball  
Coed Track



# Clubs & Groups

Wilson Foundation has a rich tradition of offering a wide variety of clubs and group activities. If you do not find an activity that reflects your interest, see an administrator or teacher with your idea. They may be able to help you find a teacher who would sponsor your new club or group. That's how many of these activities started, and it is a part of The Wilson Way! As you can imagine, this list is always changing.

Band/Orchestra/Chorus

LEGO League

Art Club

Photo Club

Girl Scouts (beg. 4<sup>th</sup> grade)

School Safety Team

Community & Service Team

Student Government

House Leaders

