

BRIDGING COMMUNITY: WE ARE STRONGER TOGETHER



World of Inquiry School #58 Secondary Student Crew Compact

World of Inquiry



High School

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).

GRADE BAND	<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. LT: I can demonstrate INTEGRITY, which means I can be honest and fair.</p>
K, 1, 2	<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.
3 - 4	<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.
5 - 6	<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.
7 - 8	<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.
9 - 10	<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.
11 - 12	<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.

GRADE BAND	<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>
K, 1, 2	<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.
3 - 4	<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.
5 - 6	<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.
7 - 8	<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.
9 - 10	<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.
11 - 12	<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.

<p>GRADE BAND</p>	<p>SELF-DISCIPLINE: Self-discipline means being responsible for one’s actions, attitudes, and academics. LT: I can develop SELF-DISCIPLINE, which means I can be responsible for my own actions, attitude, and academics.</p>
<p>K, 1, 2</p>	<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.
<p>3 - 4</p>	<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.
<p>5 - 6</p>	<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.
<p>7 - 8</p>	<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.
<p>9 - 10</p>	<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.
<p>11 - 12</p>	<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 improve my work to create high quality products that reflect my best effort. ● I can prioritize tasks and manage time to complete my academic, personal, and graduation requirements.

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 enter the school at 7:00 am. Students are required to turn in all electronic devices upon arrival. All students enter through Exit 1 (University Avenue Entrance) and will participate in 100% 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 7:00 am-7:25 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.

Tardy students arriving after 7:25 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 report 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 support with monitoring sidewalks, buses, etc. until 2:45 pm.

In order to stay after school, students must have a specific teacher/activity supervisor to report to. Students must report to the designated room/teacher by 2:35. Students are not permitted to stay after school unless with an adult due to safety reasons.

Athletes are to report to the cafeteria by 2:35 for sports supervision.

Tardy policy

All students are expected to be on time for school (7:25 am). All students must attend crew from 7:30-7:53 followed by their schedule.

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 in cases of frequent tardies.

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 assigned by teacher/Notify Crew Teacher

Uniform Policy

****Uniforms will not be required for the 2020-2021 school year and we must abide by the RCSD Dress code, especially regarding headgear. ****

A Uniform provides our students with the opportunity to demonstrate professionalism and school spirit in a strong, collaborative learning environment.

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 in EVERY class/period. Classroom teachers and crew advisors are the first line of enforcement of the school uniform policy and may then be followed up by administration. Repeat violations will be communicated to the administrator of student management for follow-up and consequences.

To order uniforms visit <https://worldofinquirystore.itemorder.com/sale> Go to “Shop” and choose category; place your order. Uniforms will be delivered to the school.

SHIRTS:

Solid Polo (short or long sleeve):

- Colors: light blue (grades 7-8) or navy blue (grades 9-12)
- Polos must have school logo stitched on the front
- Polos are available for purchase, logo included
-

Solid Button-Up Shirt (uniform shirt from previous years):

- Color: Oxford solid light blue button-ups (grades 7-12)
- Button-ups must have school logo stitched on the front
- Ties are optional

Crew & College Wear Fridays: *All students in grades 7-12 are permitted to wear Crew Wear or College shirts on Fridays ONLY.* Crew wear includes WOIS, Griffin Athletics, Crew and Griffin shirts. College wear includes t-shirts, fleeces, or polos that promote any college or university. **College sweatpants and track pants are not permitted.**

Hooded sweatshirts are not permitted.

PANTS, JOGGERS, JEGGINGS*, SHORTS, SKIRTS & SKORTS:

Pants, Joggers, Jeggings*, Shorts, Skirts & Skorts can be purchased at any store as long as they meet the following requirements:

- Colors: Solid khaki (tan), black, or navy blue
- No cuts, rips, or bleached pants
- Pants must be worn at waist level
- No jeans or denim of any kind
- No yoga pants or spandex of any kind

Jeggings* are a form of leggings designed to resemble denim jeans but are NOT denim material. Jeggings are stretchy pants that are typically thicker material than traditional leggings or yoga pants. Unlike other leggings and yoga pants, jeggings may have faux pockets, belt loops, or buttons, etc.

Shorts, Skirts & Skorts must be no higher than 2 inches above the knee and must reach to the edge of the fingertips.

Sweatpants are not allowed for daily wear. Mesh shorts or basketball shorts are not acceptable.

FLEECES, CARDIGANS, SWEATER VESTS AND BLAZERS:

- Students are permitted to wear any of the following colors: light blue, navy blue, white, gray, or black. All fleeces, cardigans, and sweater vests must have school logo stitched on the front.
- Hoodies are prohibited for daily wear including Griffin Athletics and WOIS Crew Wear (Hoodies may be worn to and from school during the winter months if students do not have access to a coat; however, hoodies **MUST** remain in lockers during instructional hours).

ATHLETES:

Students playing sports are no longer permitted to dress down on game days. Athletes must follow the **Uniform Policy** regardless of game 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.

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.

HATS/HEADGEAR/CULTURAL & RELIGIOUS HEADWRAPS:

Hats, caps, or headgear are prohibited during instructional hours. Cultural wraps or head coverings are only permitted for religious, cultural, or medical reasons (please see your administrator for questions).

Ordering Uniforms

Disciplinary Action for Uniform NON-COMPLIANCE:

If necessary, disciplinary action may be taken to encourage compliance with the school’s uniform policy. Students who, without reasonable excuse, repeatedly 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.
- Conference with student and parent/guardian, along with the principal or his/her designee to discuss the non-compliance.

When a student reports to school out of uniform:

Crew Advisors:

- Family will be called by student with support from CREW advisor when a student reports to school out of uniform. The family will be asked to bring compliant clothing for the student to school.
- If family cannot bring appropriate clothing, student will be sent to house office to obtain CLOTHING or UNIFORM PASS.
- Document all instances of Non-Compliance and Family Contact.
- Crew Teacher to issue a Temporary Uniform Pass if family is bringing clothing and email house office and/or administrator.

Classroom Teachers:

- When a student reports to class out of uniform, students must either show Uniform Pass, or be sent to House Office.

Administrators:

- If the families are not reachable or are unable to respond, the student may be issued a conforming uniform top from the school's uniform bank with directions to return it at the end of the school day as determined by the administrator.
- If there is not uniform clothing available to borrow, students will be given a uniform pass by their administrator to show that the uniform concern has already been addressed. Students should show these uniform passes to their teachers upon entering class each period.
- Families 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.

Physical Education Attire

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

- Sneakers & socks
- School appropriate t-shirts. Sweaters, collared uniform shirts, cami and tank tops are unacceptable. We encourage Crew Wear t-shirts.
- Athletic short of *appropriate* length. Pajama bottoms, cut offs, and shorts that are too short are unacceptable.
- No Jewelry.

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

Hallway Pass Policy and Hallway Etiquette

- **No passes during first or final five minutes of class.**
- **Students SHOULD NOT leave class WITHOUT a PASS.**
- When traveling the halls during class time, students must carry a WOIS pass:
 - Bathroom Passes should be limited to one student per class at a time;
 - Passes other than bathroom/water should clearly document the student name, time of departure and destination;
 - If students are in the hall without a pass while class is in session, teachers should remind students that passes are required.
 - Students are not to linger in the hallways and go directly to the destination and back. Time must be maximized in class learning in order to succeed.
- Follow Tardy Policy (above) if student is late without pass the teacher must accept them into class. Students may be subject to a teacher disciplinary actions. **Do not send students back out to get a pass.**
- Students meeting with teachers outside of their normally scheduled class are required to have a pass from supervising teacher for this appointment.
- Students are expected to remain in the cafeteria during their lunches. Students who have appointments with teachers must have a pass written by that teacher prior to entering the cafeteria.

Hallway Monitoring

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

Teachers in the hallway will 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

Classroom Entry

Students begin the rituals and routines established by the teacher. This may include the "First Five Protocol".

First Five:

1. Pick up and prepare materials for class
2. Turn in work due and take seats
3. "Housekeeping" (review of Agenda, Class Announcements)
4. Engage in Opening Activity
5. Embody a Positive Mindset

Classroom Exit

Students begin the rituals and routines established by the teacher. This may include a ticket out of the door (a quick question, thumbs up/thumbs down) and completion of a final five protocol.

Final Five:

1. Assessment of Learning Targets
2. Clarify any HW questions
3. Return Folders & Chromebooks NEATLY
4. Clean up groups-push in (Last Period put up chairs)
5. Exit Ticket

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.)
- Implement [Habits of Work and Learning](#) (HOWL)

Professional Demeanor

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.

Looks Like:	Sounds Like:	Feels Like:
<ul style="list-style-type: none">● Eye Contact● Positive and Confident Posture● Honor and Maintain appropriate personal space● Respectful and attentive facial expressions	<ul style="list-style-type: none">● Professional Voice● Inside Voice● Clean and Respectful Language● Speak Clearly	<ul style="list-style-type: none">● Calm● Comfortable● Safe● Valued

Protocols to support this include:

1. Principles of Ubuntu: Ubuntu is defined as "a person is a person through other people."
 - "Ubuntu provides [students] with a sense of self-identity, self-respect, dignity, unity and achievement."
 - Ubuntu "enables [students] to deal with their problems in a positive manner by drawing on the humanistic values they have inherited and perpetuated throughout their history."
2. Board of Education approved RCSD Code of Conduct 2016
 - #1– Positive Relationships
 - #2– Fairness and Consistency
 - #3– Engaging Instruction and Effective Classroom Management
 - #4– Prevention and Intervention
 - #5– Discipline with Guidance
3. The Four Rules of Active Listening
 - Seek to understand before you seek to be understood.
 - Be non-judgmental
 - Give your undivided attention to the speaker
 - Use silence effectively

Discipline

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

Discipline:

- Is process through which individuals learn and demonstrate expected, appropriate behaviors.
- Ensures a safe environment that permits all students to engage in active learning.
- Is Achieved when students, parents/guardians, teachers, principals, administrative and other support personnel accept responsibility for their own behaviors and respect the rights of others.
- Requires the establishment of positive relationships.

In-School Suspension 7:45am-11:00am & 12:00pm-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.

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 after other interventions have been exhausted or the offense is repetitive or serious in nature (ex: unsafe).

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 go through the scanning process.
- Students will be expected to remain in an assigned area prior to being ushered directly to ISS instead of Crew by the ISS Teacher. Students are not to leave the assigned area.
- 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 11:00am, 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.)

School Wide Meeting

One Wednesday per month is designated for School Wide Meeting (SWM), a 30 minute student run show featuring our radio show (WGYB), student presentations, awards, and activities. SWM is a fun, relaxed, and (at times) serious place. While SWM generally include comedic elements and light hearted competitions, SWM is also where the school celebrates successes and has open and honest discussions about community challenges. The meetings will alternate between Middle and High School.

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?

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 & Drink Policy

It is important to maintain a building that is safe and clean to create pride in the space, and to minimize pests, litter, and safety hazards.

- Students may not consume food outside of the cafeteria - this includes hallways and classrooms.
*If food is provided for a classroom celebration by the teacher, students must consume food in that classroom with that teacher.
- According to New York State law absolutely no food or drinks are allowed in science labs. These same expectations must be upheld in the library, music rooms, and gym.
- Water is the only drink allowed in classrooms.
- While using Chromebooks students must not have food or drink.
- No sunflower seeds in the building.
- No glass bottles/containers/etc.

Students may have water as long as it is stored in a clear 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 food.

Privilege Policy for 11th & 12th Graders

Juniors (11th) and Seniors (12th), as determined by RCSD policy, will be allowed to go off campus for their lunch period, providing they have returned the signed permission form. Additionally, this PRIVILEGE may be revoked at any time by administration if the student is on academic probation, is under disciplinary action, or abuses the privilege while off campus.

The following parameters apply to this privilege:

- The student is NOT to bring outside food back into the building. All food items must be consumed elsewhere. Food brought back to the building will be taken and returned at dismissal.
- If the student returns to the building prior to the lunch dismissal bell, the student is to return to the cafeteria. This is non-negotiable.
- Students are to leave the building within 5 minutes after the bell. If they do not do so, it is assumed they are reporting to the cafeteria (or an assigned teacher) and may not be allowed to leave.
- The student MUST have their EXIT CARD (issued once this form is signed & returned) in order to exit the building. Exit cards are left at the front desk and picked-up on return to the school. Lost exit cards can be replaced for \$1.00 and the student will not be allowed to leave while this pass is “on order (turnaround time is usually 1-2 days). If a student returns after the bell, the exit card will be given to their administrator (Johnson) for return.
- Cell phones will NOT be distributed to students while out of the building. Students should be prepared to pay with alternative methods that do not require use of their phone.
- **Replacement EXIT CARDS may be purchased from the Secondary Administrative Offices for \$1.00.**

Clubs

Teachers may choose to offer clubs outside of the school day in order to provide students with enriching experiences by sharing interests with students or in response to student requests.

Guidelines for establishing and maintaining clubs

- Students present a written proposal to an advisor (adult) who is willing to oversee and be responsible for the club
- Proposal is given to Administration for feedback and approval
- Advisor provides a schedule to the students and their families of the club meeting dates, times and location. The same information is submitted to the main and house offices.
- Communication is maintained by the advisor with office staff (main and grade level) by emailing a list of students in attendance for each meeting day so that students can be located as needed.
- Advisor maintains communication with students and parents for cancellations and changes.
- Advisor ensures custodial staff is aware of time and location of club
- Advisor contacts Nancy Resto with any transportation requests/fees etc
- Advisor must ensure that all students participating in the club are escorted out of the building at the conclusion of the meeting.

Participant Expectations: All members of any club must adhere to RCSD code of conduct, building specific rules, and guidelines

Electronic Device Policy

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 disciplinary actions.

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.

Phones for grades 7-12 will be collected upon entry and placed into bins labeled for their 8th period class. Each phone will also be placed in a plastic bag labeled with the student's name. The bins will be delivered by the administration/SSO team during 8th period and phones will be returned to students by their 8th period teacher.

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

The students alone will bear the cost of the loss of any prohibited item, and WOIS staff are not responsible for investigating the loss or theft of any prohibited items; so please leave these valuable items at home.

Violations of the Discipline Code – students who violate the cell phone policy will be subject to the appropriate disciplinary action.

WOIS Secondary Schedule

2020-2021 (May change due to COVID 19 remote learning plan)

PERIOD	M/T/TH/F	Wednesday
CREW	7:30-7:53	7:30-8:20
1	7:56-8:42	8:25-9:10
2	8:45-9:31	9:13-9:55
3	9:34-10:20	9:58-10:40
4 <i>(High School Lunch)</i>	10:23-11:09	10:43-11:25
5 <i>(7th/8th lunch)</i>	11:12-11:58	11:28-12:10
6 <i>(High School Lunch)</i>	12:01-12:47	12:13-12:55
7	12:50-1:36	12:58-1:40
8	1:39-2:25	1:43-2:25

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