

JOHN M. SMYTH
AN IB WORLD SCHOOL



2022-2023

Parent/Student HANDBOOK



Cultivate a **Positive** school culture & climate that supports **Rigorous** daily instruction and student learning outcomes aligned to **CCSS & the IB philosophy.**



“WE believe in Education!”

Principal: Mrs. Dana Turner

Assistant Principal: Dr. Rosette Edinburg

School Website: smyth.cps.edu

1059 West 13th St., Chicago, Illinois 60608 · Office: 773-534-7180 · Fax: 773-534-7127

Chicago Public School 5 Year Vision and Mission

Our Vision

2019-2024

Success Starts Here



Our Mission

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life.

 <p>Student-Centered</p> <p>We place students at the center of everything we do.</p>	 <p>Whole Child</p> <p>We support our students so they are healthy, safe, engaged, and academically challenged.</p>	 <p>Equity</p> <p>We eliminate barriers to success and ensure equitable opportunities for all students.</p>	 <p>Academic Excellence</p> <p>We provide diverse curriculum and programs with high academic standards to prepare students for future success.</p>	 <p>Community Partnership</p> <p>We rely on families, communities, and partners in every neighborhood to shape and support our shared mission.</p>	 <p>Continuous Learning</p> <p>We promote an environment of continuous learning throughout CPS for students, teachers, leaders, and district staff.</p>
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[Guide for parents/educators/stakeholders](#)

Mission

Our mission, addressed through the intellectual rigor and high standards of the International Baccalaureate Program, is to establish a school climate that embraces the individual potential of our students and teaches them to relate their classroom experiences to the realities of the world outside with equity, self-reflection, empathy, civic engagement and respect for others.

Vision

At John M. Smyth IB World School our vision is to create a safe school environment that promotes social and academic growth. We firmly believe that while elementary education is for children and adolescents, it is also about the educators and school leadership that impact their thinking. High levels of students' learning depend on educators' beliefs, reflection, mastery of content, and the caliber of questions. For this reason, rigorous, relevant intellectual preparation of educators lies at the heart of our ability to prepare future leaders for global success.

Educators= Parents, Students, Teachers, Teachers assistants, SECA'S, Parent Advocate, Lunchroom staff, Engineer & Custodial Staff, and Security. ALL STAKEHOLDERS!!!!

Parents:

We welcome you and your children to another great year. As partners in education we recognize and support you as your child's first teacher. Together we make a difference in the lives of the students as they move through their elementary school years.

This handbook is intended to give you information on the practices, policies and expectations. Please note items can be revised at the discretion of the Principal and if done so an addendum will come home in writing. Please go over the items in this book with your child(ren) and keep it handy to reference at home.

- ❖ **Student**
 - **Access / Agency**
- ❖ **Teacher**
 - **Leadership**
- ❖ **Parent and Community**
 - **Voice & Engagement**

2022-2023 School Goal

Cultivate a **Positive** school culture & climate that supports **Rigorous** daily instruction and student learning outcomes aligned to **CCSS & the IB Philosophy**.

SCHOOL ORGANIZATION

School Administrative Team

Smyth’s administrative team is here to support you in providing our students the very best instruction in a clean, safe and inviting environment. The administrative team members are:

SCHOOL ORGANIZATION

- | | |
|------------------------------|---------------------|
| • Dana M. Turner | Principal |
| • Rosette Edinburg | Assistant Principal |
| • Debra Ellis | PYP IB Coordinator |
| • Kiyana Grayer | MYP IB Coordinator |
| • Wendell Ambrose | Dean |
| • Donna Loury | Nurse |
| • Stephanie Miller-Henderson | Counselor |
| • Jessica Hoskin | Clerk |
| • Syvell Loury | Security Officer |
| • Kizzy Evans | Security Officer |
| • Shawn Harris | Security Officer |
| • TBA | Engineer |
| • Bianca McGee | Lunchroom Manager |

Do not hesitate to tell us what you need and how we can help you.

The Local School Council

The Local School Council

John M. Smyth’s (13 if elementary school; 15 if high school) local school council is responsible for approving the school’s budget, certain local policies and principal selection and evaluation. Our local school council members are:

Dana M. Turner	Principal	Latasha Walker	Parent Member 6
Nancy Harris	Parent Member 1	Homer Lyons	Community Member 1
	Parent Member 2	Margaret Price	Community Member 2
Gloria Reese	Parent Member 3	Kiyana Grayer	Teacher Member 1
Tasha Walker	Parent Member 4	Gina Cipriani	Teacher Member 2
Edwin Winn	Parent Member 5	Wendell Ambrose	Staff Member 1
			Student Member 1

The Network

John M. Smyth IB School is part of Network 6, one of 17 geographical networks throughout the City. Our Network Chief is Nicole Milberg. The network offices are located at 2245 W Jackson Blvd. Our network office and staff supports us by providing content coaching and other support throughout the school year.

The Board of Education and its Executive Officers

John M. Smyth IB School is one of approximately 600 public schools created and operated by the seven-member Board of Education of the City of Chicago. Current Board members are:

- Miguel del Valle, President
- Sendhil Revuluri, Vice President
- Dwayne Truss, Member
- Elizabeth Todd-Breland, Member
- Vacant, Member
- Joyce Chapman, Member
- Vacant, Member

The day-to-day management of the Board is led by **Chief Executive Officer Pedro Martinez**. Central office departments assist him in his work. An organizational chart of central office departments is found here: <http://cps.edu/Leadership/Pages/organizationchart.aspx>. The Board and executive officers and central departments have their main offices at 42 West Madison Street, Chicago, Illinois 60602. Satellite Offices for certain central office departments or business units are at the following locations:

- Garfield Park, 2651 W Washington Blvd, Chicago, IL 60612
- Bridgeport Office, 501 W 35th St, Chicago, IL 60609
- Coleman Office, 4655 South Dearborn St., Chicago, IL 60609

EXTERNAL PARTNERS AND ORGANIZATIONS

During the 2022 - 2023 school year, the school will be working with the following external partners or organizations:

- Gardeneers
- Ravinia
- UIUC STEM
- Community in Schools of Chicago
- Big Brothers and Big Sisters Program
- ISU STEM
- Success Bound

Health Protocols:

CPS has developed a comprehensive plan that is aligned with guidance from the [Centers for Disease Control and Prevention](#) (CDC), the [Illinois State Board of Education](#) (ISBE) and the Chicago Department of Public Health (CDPH). This plan includes:

Daily Health Screening

Staff and students will conduct daily health screenings at home before they come to school. All staff and families will self-screen using the CPS [health screening questions](#) each morning to ensure they can safely come to school.

Care Room:

- Overseen by trained CPS employee (Training includes specific Care Room training, PPE and Bloodborne training)
- If a child feels ill at any time during the school day, teachers will notify administration, the child will be sent to the care room and parents will be called for immediate pick up
- Students CANNOT stay in the building when feeling sick

Illness during the day:

- If a child feels ill at any time during the school day (fever, cough, shortness of breath) teachers will notify administration, the child will be sent to the care room and parents will be called for immediate pick up.
- If a child incurs an injury during the school day requiring Band-Aid, icepack, etc., they will be seen by the nurse in RM114. They will not go to the care room.

COVID Testing & Tracing

- Smyth has weekly PCR testing weekly. This is a painless nasal swab that students self-administer. Parents can sign up here: <https://home.color.com/covid/sign-up/start?partner=tf-gal-610009-staff>.
- In the event an employee or student has tested positive for COVID-19, they should self-report to cps.edu/covidresults. Covid-positive individuals will have to quarantine for a minimum of 5 days (longer if symptoms persist). Masking is required through day 10.
- CPS will conduct a thorough investigation to determine close contacts and identify the school community (all in classroom considered close contact)
- Unvaccinated close contacts can participate in a test-to-stay program, where proof of 2 negative covid tests, spaced 3 days apart, will be required to continue learning in person. Those not participating in test-to-stay will quarantine for 5 days.
- All close contacts in the homeroom (unvaccinated or vaccinated) must wear a mask for 10 days.

DISTRICT and CDC GUIDELINES:

- Sick Student [Protocol](#)
- Suspected Sick Student
- [PPE Quick Guide for School Staff](#)
- [Care Room Attendant Manual](#)
- [COVID-19 Guidance for Educators](#)
- [School-Based Surveillance Testing](#)

ACADEMIC CALENDAR

The Board's academic calendar can be found at <http://cps.edu/Pages/DistrictCalendar.aspx>.

BELL SCHEDULE, STAFF SCHEDULES AND SCHOOL HOURS

The school building is open at 8:00 a.m. during the school year; engineers and custodians may be present earlier than that. The building generally closes at 5:00 p.m. except on evenings when there are special school events scheduled.

The teacher and student day starts at 8:00 a.m. and ends at 3:00 p.m. Teachers must be ready to receive students at 8:00 a.m.

- students will NOT be allowed to the building until 8:00 am at the appropriate door* each day.
- The teachers will come outside to pick up students. They will enter the building with the students at 8:05 am and escort them to their designated area. Students are to remain quiet so that they are able to listen to all directions given to them.

***Arrival / Departure:**

Door# 2 - 3rd - 5th

Door# 3 - 1st - 2nd

Door# 5 - Cluster; PK- K

Door# 13 - 6th - 8th

Student lunches/recess are in 50-minute increments. Teacher lunches are scheduled during the same period.

Special classes and teacher preparation periods are scheduled in 50 - 70 - minute blocks throughout the school day.

Students are dismissed at 3:00 p.m.

After school (when in session) begins at 3:00 p.m. Students are to report to the cafeteria to eat their snacks and will be picked up by their facilitating teacher at 3:15 p.m.

Teachers will be provided individual schedules at the start of the school year.

PSRP/ESP schedules vary but are generally scheduled as 7:30 a.m to 3:45 p.m, PSRP/ESPs will be provided individual schedules at the beginning of the school year.

BELL SCHEDULE

The entrance bell will ring at 8:00 am each morning for ALL students. Students are expected to be in their classroom line, on the playground, ready to enter the building at this time. **Students not in their classroom, ready for the opening of school by 8:15 am, are LATE.** Please be sure that your child is on time for school. Your child must have a note if he or she is tardy. PLEASE HAVE YOUR CHILD AT SCHOOL EACH DAY AT 8:00 a.m.

Please do not have your student arrive too early on school days. Supervision is limited in the morning and we do not want safety to become an issue. **STUDENTS SHOULD ARRIVE NO EARLIER THAN 8:00 a.m.**

BUILDING SECURITY

The school building opens to students at **7:55 a.m.** Students must be in their classes and ready to begin their day at **8:00 a.m.** If a teacher schedules a meeting or tutoring before school with a student, the student should have a pass. A student should not enter the building before **7:55 a.m. without pre-arrangements with administration knowledge.**

The school building closes at **5:00 p.m.** No school activities will take place after **5:00 p.m.**

The school building is open for staff use from **7:30 a.m.** to **5:00 p.m.** If a staff member must access the building outside of these times, please make arrangements with administration. All visitors, including parents, must obtain a pass in the main office. If you see a visitor without a pass, immediately redirect him/her to the main-office.

All visitors, including parents, visiting a school must behave appropriately and adhere to school rules and visitor protocol while on CPS property. Every visitor must check in at the security check-point at the entrance designated by the school. The security officer will ask for a valid state ID or driver's license from the visitor. If a state ID or driver's license is not available, the security officer will check in the visitor by manually typing their information into the Visitor Management System (VMS). Visitors who fail or refuse to provide valid identification or other identifying information will not be allowed entry into the building.

Once a visitor has been checked into the VMS, the visitor will receive a badge that must be visibly worn and escorted throughout the building during their visit. Visitors who do not wear their badge must be redirected to the security check-point. If a parent seeks to visit a classroom to observe their child, the parent should request permission from the teacher and/or school staff to discuss appropriate times and days. This notification must be done at least 24 hours prior to their visit.

The VMS system connects to various CPS systems such as Kronos, Aspen, ServiceNow, Civicore, and MSS ("Managed Services System" for background checks). Visitors who have official business at a school must check in appropriately as a parent, vendor, volunteer, or other options as defined by the VMS check-in. Contingent on the type of visitor, some types will be linked to a completed background check in MSS. Failure to complete a background check as required for specific groups will not allow entry into the building.

Per the Illinois School Code, teachers and other employees may request any person entering a public school building or the grounds owned or leased by the Board and used for school purposes and activities to identify themselves and the purpose of their entry.

Warning and Restricted Access Letters

While visitors are expected to follow visitor protocol, a visitor who comes to the school to voice a concern or a complaint without an appointment is not inherently violating visitor protocol, and schools should do their best to resolve such concerns. Should concerns arise involving visitors, staff should make administration aware as soon as possible. School administration and the Office of Safety and Security should attempt to meet with the visitor to diffuse the situation. Warning or restricted access letters may result after the situation is assessed. A warning letter is appropriate when the visitor's behavior was inappropriate and unacceptable. A restricted access letter is appropriate when the visitor engaged in seriously disruptive behavior to the educational environment or engaged in behavior that posed a health or safety concern to students or staff. Such letters inform the visitor that they cannot enter school grounds without first calling the main office to state the reason for the visit and requesting permission to enter onto school property. The letter establishes a plan for the visitor to engage with the school and warns the visitor that future behavior may result in the school issuing a restricted access letter. Please note even when a restricted access letter is issued to a parent, they have a right to attend functions, such as school conferences and LSC meetings, with prior notice to the school. If the parent engages in any unacceptable behavior on school premises after they have been granted permission, or enter without permission, they will be directed to leave. If they do not leave the building or grounds when requested, school staff will call the police to escort them off the premises and to arrest them if they have committed a crime. If the visitor is not a parent of a student at the school, the school may prohibit the person from entering the school building or coming onto school grounds unless it is for a public event and the visitor receives permission to attend.

All warning letters and restricted access letters should be authorized by the Law Department and approved by the Network Chief, which school administration will facilitate, and are only valid during the school year they are issued.

HALL PASSES

Students are escorted by class to the restroom. No student is allowed to navigate the building independently. In turn, teachers are advised to strongly encourage students to utilize the restroom at the designated 'break' times. **Teachers should not send agitated students to any office in the building unescorted, even with a pass. They are to be accompanied by a security guard or other staff member.**

SAFETY AND BUILDING MAINTENANCE

Safety Emergencies, Serious Incidents, and Criminal Activity

Immediately notify administration and other authorities, where applicable, of all safety emergencies, serious incidents, suspicions of physical abuse, sexual abuse or grooming behaviors, and criminal activity. Please see the section titled, "Suspicion of Child Abuse" for further information and guidance on reporting allegations of child abuse.

Examples include:

- Serious threats to school, students, or staff
- Serious injury to a student or staff member
- Incidents involving large numbers of students

- School lockdowns
- **Any** incident involving weapons or dangerous items found on a person or on school grounds
- Incidents in the vicinity of the school that affect school safety
- Theft or property-related damage
- Criminal-related behavior
- Grooming: when someone builds a relationship, trust and/or emotional connection with a child or young person so they can manipulate, exploit and/or abuse them (e.g., transporting a child without the written authorization of the principal and the parent, texting or direct messaging); gives gifts to a particular child (e.g., money, clothing); crosses physical boundaries (e.g., touching, giving prolonged frontal hugs, or making the child sit on the adult's lap). Important information on appropriate boundaries between students and staff can be in the **Board's Policy on Reporting of Child Abuse, Neglect And Inappropriate Relations Between Adults and Students, which can be found at https://www.cpsboe.org/content/actions/2022_06/22-0622-PO2.pdf** and should be reviewed by all staff.

Immediately contact 911 for emergencies, serious incidents, and criminal activity. Also notify administration and contact the Student Safety Center (773-553-3335). For emergencies or serious incidents that occur during late night hours, on weekends or holidays, the Student Safety Center should still be contacted, as it is open 24 hours a day, 7 days a week.

All emergencies, serious incidents, and criminal activity must be reported in the Aspen Student Information System. Information regarding Aspen can be found at <https://sis.cps.edu/>.

Safety Drill Information

In compliance with the Illinois Safety Drill Act **and CPS policies**, schools must conduct **eight (8) safety** drills a year:

- **Three (3) Evacuation / Fire**
- One (1) Law Enforcement / Lockdown
- **One (1) Shelter In Place / Severe Weather**
- One (1) Bus Evacuation

The following are required and a Chicago Public Schools Best Practice:

- Two (2) Allergen Drills
- ***One (1) Aquatic Drill, as applicable***

Imminent Threat or Escalating Conflict Towards School

Immediately notify administration of any threat or imminent threat to the school.

Examples include:

- A student reports that a classmate has a weapon
- Social media posts of a student threatening to use a weapon at school
- School office receives an anonymous call that there is a bomb in the school
- Social media post of a student making a threat to the school (future)
- Social media post of a student displaying a gun or showing indications of negative/gang activity (e.g., hand signs, colors, verbiage, narcotics)
- Social media post of escalating conflict between two students
- Conflict involving students (including, but not limited to, gang-related concerns)
- Conflict involving adults (including parents and community members)
- When additional intervention supports are required

In such cases, the school's Network Chief and the Student Safety Center (773-553-3335) must be contacted. Such threats must also be put into Aspen.

In cases of suspected bullying between students, please refer to the Board's Anti-Bullying Policy, which can be found at <https://policy.cps.edu/download.aspx?ID=264>.

Child Abuse

Illinois law requires all school staff to report any reasonable suspicion they have that a child has been abused or neglected to the Illinois Department of Children and Family Services Hotline, so that the agency can take steps to protect the child. The CPS policy on reporting child abuse or neglect can be found at <http://policy.cps.edu/download.aspx?ID=156>. That policy requires all employees to take this mandated reporter training every year, so they can identify the signs of child abuse and neglect: (<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=AEE3C703831C1A432B7F23C6377F1A8F>)

Cleanliness and Maintenance of School Building

The Department of Facilities is responsible for the management and oversight of all facility and ground-related maintenance for the District, more specifically through the following five major service offerings - Custodial Maintenance, Building Preventative Maintenance, Building Repair (i.e. small projects), Pest Control and Grounds Maintenance (i.e. snow removal, landscaping, etc.). Aramark and SodexoMagic are the **Integrated Facilities Manager (IFM) vendors** responsible for carrying out these services **through September 30, 2021**. Beginning October 1, 2021, these functions will fully revert to the **Department of Facilities, who may use the assistance of a consultant, Jones Lang LaSalle (JLL)**.

ATTENDANCE PROGRAM

Improving our attendance is a school-wide goal, as we did not reach our goal of 95% last school year. For the 2022-23 school year, **we are striving to reach 96%**. Students must be in school regularly to learn. Please make sure your child is in school each and every day. In addition, the academic calendar reflects "Attendance Momentum" Days where students will participate in tiered activities based upon attendance.

Tier 1 represents **universal strategies** to encourage good attendance for all students.

Tier 2 provides **early intervention** for students who need more support to avoid chronic absence.

Tier 3 offers **intensive support** for students facing the greatest challenges to getting to school.

CRITERION:

Tier 1: School-wide (96% attendance in Dashboard); Classroom (present on the day); and (IB Bucks specified points earned to participate)

Tier 2: Classroom (present on the day); (IB Bucks specified points earned to participate)

Tier 3: Support Staff (i.e. Behavioral Health Team / Attendance Team) and Classroom (present on the day); (IB Bucks specified points earned to participate)

ATTENDANCE = ACHIEVEMENT

Student achievement at Smyth is our #1 priority. To achieve maximum benefit from the instructional program, students are expected to arrive at school on time, every day. Regular school hours are 8:00 am to 3:00 pm. Dismissal is at 3:00 pm. Your child needs to be in school every day. When there is an

emergency, or other important family matters, please call the school at 773-534-7180. When students return to school, they must bring a written excuse. Students are expected to make up any missing class assignments for each excused absence.

SCHOOL ATTENDANCE PROCEDURE

- 1 day absence – Telephone call
- 5 days absence – Written notification to parent and Home Visit
- 10 days absence- Call, Home Visit, and Certified letter to parent / a copy to the Board of Education.
- 18 days absence- Call, Home Visit, and Certified letter to parent / a copy to the Board of Education, and an “Administrative Meeting”

TARDIES = ABSENCE

- **Students arriving to school after 8:15 am will only receive half day attendance**
- **Students receiving early dismissal before 1:30 pm will only receive half day attendance**

Please remember being tardy is also a part of poor attendance. When students are consistently tardy to school this puts them at a disadvantage. Please make sure your child(ren) is here on time, ready to learn!

ATTENDANCE POLICY

To be marked **PRESENT**, students must:

- Present “In-Person” in class before 8:10am
- ALL teachers must submit HR attendance in Aspen for homerooms by 8:10am.
- Additionally, teachers are expected to enter Tardies into ASPEN starting at 8:15am every morning. Final tardy edits in ASPEN are to be completed by 9:00am. Lastly, teachers must also take attendance for each class meeting, throughout the day on the “Internal Smyth Attendance Tracker”.
- Students that enter Smyth after 8:15am will receive a tardy from security at Door 1. The “Tardy” will be given to the teacher to update in ASPEN. The “Tardy” will also be verified by Ms. Hoskin via the “Tardy Log”, ASPEN edits by teachers, and Smyth Internal Trackers. Lastly, teachers must also take attendance for each class meeting, throughout the day on the “Internal Smyth Attendance Tracker”.
- All teachers are to keep attendance records of classes on the “Internal Smyth Attendance Tracker”.
- All teachers are to call absent students on each day that the student is absent and record the findings on the “Teacher Call Log” (calls can be made with personal device yet using one of the following methods: [TextNow: Free Texting & Calling App | Free Phone Service](#) ; [Text Free: Call & Text Now for Free - Apps on Google Play](#) ; [Talkatone: Free Texts, Calls & Phone Number - Apps - Google ...](#)

Required minutes for daily attendance

The required number of minutes for school day attendance has not changed.

Tardy = per school policy

½ day= less than 100%, more than 50% of synchronous minute requirements for the grade band

Absent= less than 50% of the synchronous minute requirements for the grade band

- **UNEXCUSED ABSENCES** are absences that do not meet the state criteria for valid reasons for absence.

- **EXCUSED ABSENCES** are absences that are justified as they meet the state allowance for valid reasons for absence.
- Sources:
 - [CPS Absenteeism and Truancy Policy](#)

EXCUSED AND UNEXCUSED ABSENCES

CPS and the Illinois State Board of Education requires that absences by students are indicated as **EXCUSED** OR **UNEXCUSED**. The categorization of absences are below:

EXCUSED	Student illness	EXCUSED	Circumstances which cause reasonable concern for the student's safety or health; determined by principal/designee on a case by case basis
EXCUSED	Observance of a religious holiday	EXCUSED	Other situations beyond the control of the student
EXCUSED	Death in the immediate family	UNEXCUSE	No reason provided
EXCUSED	Family emergency with explanation	UNEXCUSE	State criteria not met; is not one of the listed EXCUSED reasons for absence.

Family communication that qualifies for excused absence status must:

1. *Meet one of the valid causes for absence.*

AND

- a. *a **direct phone call/voicemail to the school** that communicates the date of the absence, the reason for absence, the absent student's name, and the name of the person calling and their relationship to the student. Call **MUST** be made by the parent/guardian.*

ATTENDANCE REPORTING LINE: *Parent/guardian calls the Smyth Main Line, and 773.534.7180 dial extension 64342 to leave a voicemail.*

- a. *Emails, text messages, verbal messages to teachers or administrators are not permissible.*
 - *Smyth will maintain a designated attendance log and document this call. The call log is a school business record that must be retained in accordance with the Board's daily attendance retention requirements. Log will be maintained by Smyth Attendance Clerk, Ms. Hoskin.*

*****Early Dismissals must be communicated directly from parent to teacher and school clerk. No voicemail notification is required.**

DEFINITIONS OF LEARNING ENGAGEMENT STRUCTURES

Synchronous Learning	Teachers and students are engaging in instruction and learning LIVE with one another.
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Asynchronous Learning

Students are engaging in instruction and learning that the teacher has planned for them, but the teacher is not interacting live with the student.

UNIFORM DRESS

Smyth IB student's uniform consists of: **Light blue polo shirt for grades Pre-K – 8TH & Navy blue Dockers/Slacks.** Must be worn daily unless notification is received to state otherwise.

Teachers are expected to monitor students' dress for appropriateness.

Students must come to school properly dressed on gym days. It is very difficult for students to participate if they are not dressed appropriately and may be asked to sit out of activities. Smyth IB's gym uniform consists of: **tee-shirt, shorts and gym shoes.** During the very cold winter months, a sweat suit can be worn for gym class.

PROPER DRESS

Please dress your child according to weather conditions. **Our dress code does not allow short shorts, tank tops, halters, flip-flops, and muscle shirts** during the hot months. **No leggings are allowed. Jeans of any kind, or any color, are not allowed.** Skirts must be knee length. Gang type clothing, symbols, and insignia are also not allowed at the school. **Children are not allowed to wear rings in their noses.** Students who repeatedly attend school out of uniform will be subject to loss of participation in school activities, disciplinary measures, and administrative action.

BUS SERVICE

The school has bus service for our Diverse Learners (Special Education students) and controlled enrollment students only. Behavior on the bus must be exemplary. Students must remain quiet and in their seats at all times. Failure to do so will result in administrative action. Please cooperate with us in this matter because bus safety is a matter of life or death. **Students will be dismissed at 3:00pm.** THERE WILL BE NO MORE EARLY DEPARTURES.

FOOD SERVICE

Breakfast and lunch are served daily. We participate in the Morning Max Breakfast Program and all students have a choice to take a breakfast in the morning as they enter. We do need students to be on time, breakfast is provided at entry doors and ends at 8:15 am.

Applications for free and reduced priced meals will be sent home the first week of school. They are to be filled out completely, signed, and returned to the school by **Friday, September 2, 2022.** This form must be approved and kept on file for inspection. One application must be on file for every student. This will then qualify students for the Universal breakfast program.

CALLS TO SCHOOL 📞

Parents are asked **NOT** to call the school to have messages related to their children. The office will not be able to interrupt the teachers to pass on information while instruction is taking place. In addition, we cannot honor requests to contact students for keys and/or about keys during school hours. This also causes a disruption in the instructional program. Students and parents must have afternoon arrangements made prior to the student's arrival to school. **Please understand school phones are for school business. In emergency situations, students will be allowed to use the phones.**

STUDENT CELL PHONE USAGE

Smyth IB School has a NO CELL PHONE POLICY. Students are NOT ALLOWED to have or use cellphones in class, during instruction, or at any point during the school day. If a student brings a cell phone to school, they are required to turn the cell phone into a designated adult to keep for the duration of the school day. Students will claim submitted cell phones from the designated adult by 'unlocking' the device to assure the cell phone is in possession of its owner. **SMYTH IB SCHOOL WILL NOT BE RESPONSIBLE FOR LOST OR STOLEN CELL PHONES.** If a cell phone is discovered during the school day, it will be confiscated immediately and turned into the Dean of students. Parents will be required to pick up the cell phone from **the Dean.** (This policy will be strongly enforced)

STUDENT ELECTRONICS USAGE

Smyth IB School students are prohibited from using electronics (smartphones, personal computers, tablets, music players with or without headphones, video games, toys, etc.) while attending school. Students are not allowed to have or use these devices in class, during instruction, or at any point during the school day. **If a student brings an electronic device to school, it must be under the specific request of a teacher for instructional use in a particular class. It cannot be used anywhere else in the building without forfeiture of the device. SMYTH IB SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN ELECTRONIC DEVICES.** Electronic devices improperly used inside or outside of the classroom will be confiscated immediately and turned into the main office, if they are discovered during the school day. Parents will be required to pick up the electronic device on the student's behalf.

EARLY STUDENT ARRIVAL

As teachers and staff only arrive at 7:30 am, for safety purposes, **students should NOT arrive at the school campus before 8:00 am.** During inclement weather, students will NOT be allowed access to the building until 8:00 am as well.

GOOD NEIGHBORS

We constantly admonish the students to be mindful of private property when coming to school or going home. We ask the community to contact the school or the police if they see anyone damaging or defacing school or community property. PLEASE advise your student not to litter or loiter on private property.

PARENT-TEACHER CONFERENCES

Parents are always welcomed at the school during designated days: Q1 on Wednesday, November 21, 2022 and Q3 on Wednesday, March 29, 2023 from 11:00 am - 6:00 pm. If you would like to talk to your child's teacher, please contact your student's teacher by email to make an appointment (staff emails will be available on the schools website). **CLASS TIME CANNOT BE USED FOR CONFERENCES WITH PARENTS.** Teachers do have preparation periods during the week and arrangements can be made with the classroom teacher to schedule a virtual conference.

OBSERVATIONS AND VOLUNTEER PROGRAM

All parents interested in **volunteering** must complete a **CPS Volunteer Packet** that includes a Criminal Background check and TB Test. Once the packet is complete, it must be submitted to the Main Office. Once we receive clearance, we welcome parent volunteers. **All parents interested in being volunteers are to contact Smyth's Parent Advocate, Ms. S. Winston, swinston@cps.edu, to express interest and additional information. Additionally, parent volunteer duties will be verified by administration.**

DISCIPLINE PROCEDURES - DUE PROCESS

All disciplinary action for misconduct shall include a conference between the teacher and/or principal and the student, followed by notification to the parent(s) or guardian(s). If an issue is not resolved, the next level of appeal is the principal. The whole purpose of this process is for instructional and corrective alternatives, before punitive measures are administered. It is important that our students abide by the CPS Student Code of Conduct (see appendix A), which assists the school in creating an effective, wholesome learning environment. The school will abide by the mandates of the SCC to facilitate a positive setting.

SCHOOL CULTURE AND CLIMATE

All parents and students must realize that a disciplined, safe school culture and climate is a **PRIME** ingredient in a high-quality learning environment. Each student is responsible for his/her own behavior. Inappropriate behaviors and disruptive attitudes will not be tolerated as they undermine the educational process and rob students of critical instruction minutes. You will be receiving a copy of the CPS Uniform Discipline Code along with the Smyth IB School Culture and Climate Procedures and Protocols Handbook. Please review these with your child.

Please reinforce the school-wide PBIS expectation listed below with your child:

Be Ready

- **Dress in uniform daily**
- **Pass quietly through halls without touching others**

Be Responsible

- **Obey all school-wide and classroom expectations**
- **Take pride in the appearance of our school inside and out**

Be Respectful

- **Use of appropriate words with adults and peers**
- **Keep hands and feet to ourselves**

STUDENT CODE OF CONDUCT/STUDENT REFERRALS

The Chicago Public Schools (“CPS”) Student Code of Conduct (“SCC”) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. Students must abide by the SCC (<http://policy.cps.edu/download.aspx?ID=263>) and are subject to interventions, and in some cases, discipline for violation of the SCC.

All employees in the school are responsible for ensuring that students abide by the SCC. Teachers should enforce it within their classroom and make every effort to correct student behavior in the classroom without excluding the student. When that is not possible, teachers should refer the student to the school disciplinarian for appropriate additional steps. The disciplinarian will consult with the referring teacher.

The school administration will, to the extent possible and consistent with the law, attempt to remediate the issue with the student or the student’s parents before or simultaneously with returning him/her to the classroom. Please note that this is not always possible and the law may require students be returned to the classroom before remedial steps are taken.

CPS practices principles of restorative justice. Except in compelling circumstances, before seeking more severe discipline, the school must pursue ways to examine what caused the student's misbehavior and work with the student and others to identify the root cause of the behavior and assign appropriate interventions or discipline. For more restorative justice practices please visit:

<https://sites.google.com/a/cps.edu/kc/curriculum/climate-culture-college-readiness/the-cps-restorative-practices-toolkit/overview-of-restorative-practices-in-cps>

Teachers and staff must participate in the student disciplinary process. They should work with administration to achieve the goal of fostering positive student behavior in order to promote social and emotional growth.

Please also note that CPS does not support the use of zero tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law. This means out-of-school suspensions cannot be a minimum or required consequence unless required by law.

TECHNOLOGY SUPPORT (In-person / Virtual)

School instruction will continue to use the Google Platform. Our mission at John M. Smyth is to provide every classroom with a technology cart for usage for "In-Person" learning.

In the event that a student has to return to "Remote" learning then the Parent / Guardian is to complete a "Device Request Form" on the school's website: smyth.cps.edu. The form will populate to our TechCo: Mr. Charles Gunn who will confirm the submission and pick up time/date. Additionally, for more information please see our [Blog](#) and [Ed Links!](#)

CELEBRATIONS

Due to health and allergy policies and restrictions, [Smyth IB School will NO longer allow classroom BIRTHDAY parties, cupcakes and celebrations.](#)

JUNK FOOD

According to the Healthy School Campaign, and CPS nutrition guidelines against childhood obesity, children may bring healthy lunches and snacks to school to be eaten in the cafeteria. **However, children are not allowed to bring junk food, which includes items such as candy, gum, potato chips, pop, etc., in the building.** All of these items will be confiscated if discovered and discarded.

SPECIAL HEALTH CONDITIONS

Parents of children that have health problems should have documentation on file at the school. Students who require medication administered during school hours **must have a doctor's statement describing the medication, the instruction for administering, and a 504 plan in place.** Staff members are not allowed to administer the medication but can supervise the student while taking the medication. Aspirin and any/all drug related medications cannot be given by **ANY** staff member to students. Please consult with the school counselor and school nurse.

INOCULATIONS AND MEDICALS

Those students whose medicals and vaccinations are not up to date will not be allowed to stay in school. Please cooperate with the school nurse or school staff if you are contacted. All physicals and immunizations requirements are outlined by the State of Illinois and must be followed.

PERSONAL ITEMS

SMYTH IB SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN PERSONAL BELONGINGS.

Students' personal materials and belongings **MUST** be secured in their designated space during the school day.

FIELD EXPERIENCES

Parents are a welcome addition to our classroom field experiences. Parent volunteers are encouraged to join our trips off campus. Homeroom parents will be given first consideration for all trips. Students who do not attend Smyth IB, whether accompanied by a parent volunteer or not, are **NOT** eligible to participate in Smyth IB field experiences. Students from other grade levels, not scheduled as part of the field trip, may not attend the field experience either. Please express any interest in chaperoning classroom trips to the homeroom teacher.

EARLY DISMISSAL POLICY

Due to the interruption of instructional time, **early dismissals will be stopped at 1:30 pm THIS WILL ALSO BE COUNTED AS ½ DAY OF ATTENDANCE. Early dismissals will NO LONGER BE ACCEPTED AFTER 1:30 PM.** Parents will be required to pick up their students at the end of the school day. Early dismissals must be arranged before Noon (preferably at the start of the day) on the day of the dismissal. Early dismissals will require proper paperwork (i.e. doctor's note) or it WILL affect the student's attendance.

****Early Dismissals must be communicated directly from parent to teacher and school clerk. No voicemail notification is required.*

- ALL teachers must submit attendance in Aspen for homerooms by 8:10am.
- Additionally, teachers are expected to enter Tardies into ASPEN starting at 8:15am every morning. Final tardy edits in ASPEN are to be completed by 9:00am. Lastly, teachers must also take attendance for each class meeting, throughout the day on the "Internal Smyth Attendance Tracker".

ATTENDANCE REPORTING LINE: Parent/guardian calls the Smyth Main Line, and 773.534. 7180 dial extension 64342 to leave a voicemail.

b. *Emails, text messages, verbal messages to teachers or administrators are not permissible.*

- *Smyth will maintain a designated attendance log and document this call. The call log is a school business record that must be retained in accordance with the Board's daily attendance retention requirements. Log will be maintained by Smyth Attendance Clerk, Ms. Hoskin.*

Independent Practice (HOMEWORK) Policy

Independent Practice is an important part of our program. We expect students to spend time each evening **MONDAY-THURSDAY** completing **Independent Practice** assignments. Additionally, **Independent Practice** is an opportunity for students to explore their learning and receive "feedback" on areas of strength and growth.

PLEASE SUPERVISE THIS TIME VERY CAREFULLY! INSIST THAT YOUR CHILD COMPLETE EACH OF HIS/HER ASSIGNMENTS!

Teachers will make you aware of incomplete tasks through CPS Academic Reports generated every five

{5} weeks. It is important that you review the reports with your child to discuss areas for support or celebration.

Too often parents come at the end of the school year asking what they can do about a failing child. Our response to you now is monitor work all year, visit the school and confer with the teachers at designated PT Conferences, email the teacher and inquire about what is going on in the classrooms at least four times a year, come to our assembly programs, and work with us here by monitoring what they are doing at home by providing time for students to read on their own and experience enrichment opportunities.

If you have an email, then please make sure it is on record so ensure you can activate your Parent Portal account via ASPEN.

STAY INVOLVED IN YOUR STUDENT'S ACADEMIC CAREER.

Remember: Your most valuable treasure is the child you bring upon this earth. The education of your child should be one of your top priorities.

INCLEMENT WEATHER

During the winter months students will be allowed to the building using the appropriate door* at 8:00 am each day. The teachers will come outside to pick up students. They will enter with the students at 8:05 am and escort them to their designated area. Students are to remain quiet so that they are able to listen to all directions given to them.

***Arrival / Departure:**

Door# 2 - 3rd - 5th

Door# 3 - 1st - 2nd

Door# 5 - Cluster; PK- K

Door# 13 - 6th - 8th

GRADUATION FEES

Eighth grade graduation fee is \$250.00. If there is difficulty in paying the student graduation fee, a payment schedule will be provided.

TEXTBOOKS

All textbooks, in applicable grades, are distributed to each student. **STUDENTS ARE RESPONSIBLE FOR THEIR TEXTBOOKS.** We want to emphasize the importance of taking care of the textbooks. If a textbook should become lost, parents will receive a lost textbook form and are expected to pay the cost for the lost book(s). A copy of the form will be kept on file in the office. Final grades and other records will be held pending payment.

PROMOTION POLICY

In accordance with the Elementary School Promotion Policy, students in benchmark grades (3, 6, and 8) must meet or exceed the criteria outlined in the policy in order to attain promotion to the next grade. Students who are not in a benchmark grade can be retained at the discretion of their respective elementary school. Please see the Chicago Public Schools Promotion Policy for more specific details.

CPS urges parents to closely monitor their child's academic progress and attendance record to ensure he or she stays on track throughout the school year. Parents can assist their child in meeting the promotion criteria by reviewing homework assignments with him or her, requesting to see quizzes and tests, and maintaining communication with their child's school and teacher with regards to his or her academic progress.

GRADING POLICY

The following is the regular grading scale. Parents please be sure to check your student grades on the Parent portal at parentportal@cps.edu

GRADING STANDARDS

Teachers are responsible for regularly assessing students and notifying students and parents of student progress by regularly entering grades in Gradebook or other electronic systems developed by the Board. At each marking period: 5th, 10th, 15th, 20th, 25th, 30th, 35th, and 40th school week, Progress Reports and/or Report Cards will be sent home to parents. It is the teachers' responsibility to ensure that grades are being entered on a weekly basis subject areas (i.e. inclusive of Listening, Speaking & Research) are required at the end of the Quarter.

The Board and the Chicago Teachers Union created a Grading Task Force that consists of teachers, principals and administrators to develop CPS Professional Grading Standards and Practices which Teachers must follow. Those standards and practices can be found at https://www.cps.edu/globalassets/cps-pages/staff/employee-engagement/professional_grading_standard_s.pdf. Teachers may develop individual policies consistent with the Professional Grading Standards and Practices Guidelines.

The standards permit grade level teams and departments to collaboratively establish grading categories and weights for use by those teams and departments. Principals may grant exceptions in unusual cases.

Please note that substitute teachers, including cadre substitute teachers, may not issue grades.

John M. Smyth - an IB World School

IB Grading Guidelines 2022 - 2023

As an IB World School, we are held to the programme requirements of IB PYP and MYP. For all grades and courses, the following grading guidelines represent the best thinking of IB Grading at John M. Smyth. For PYP and MYP courses, please refer to your program requirements or see Ms. Ellis or Ms. Grayer.

Goal for SY22: As an IB World School, we are committed to further implementing the IB Standards and Practices (C4: Assessment).

We will do this by:

- Giving students regular feedback using the PYP/MYP Rubrics
- Using the suggested Gradebook conversion charts for assignments and assessments
- Aligning Gradebook categories to MYP Criterion and ATL
- Regularly updating Gradebook (at a minimum of 1X per week)
- Accepting student late work until the end of a unit
- Encouraging and expecting student growth from Formative to Summative assessments by replacing Formative scores if improvement is evident
- Being mindful of the purpose of all classroom assignments in order to give meaningful and timely feedback to students while balancing time demands.

Pillars of the IB Framework: [The pillars of the PYP curriculum framework](#)

Per the IB "PYP: From Curriculum Framework:"

- **The learner:** describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

- **Learning and teaching:** articulates the distinctive features of learning and teaching (how best to support learners?)
- **The learning community:** emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

For all IB Courses: [MYP: From principles into practice](#)

Per the IB “MYP: From principles into practice:”

“All schools are required to organize learning and assessment that is consistent with the prescribed MYP objectives and criteria. The assessment criteria, and their published achievement levels, must be used by all schools for any final internal assessment for MYP students and for predicted grades reported to the IB” (p.91).

Additionally, “Some schools may need to award grades in order to meet national or other requirements. If a school does award and communicate grades:

- The school must continue to communicate student achievement levels in each of the criteria
- Grades must be based on the levels achieved in all of the criteria in that particular subject
- These processes must be open, transparent and understood by all stakeholders
- Schools may use equivalent local, state or national grading scales to report student achievement, or they may adopt the MYP 1-8 grading scale. The MYP grading scale should be used in conjunction with the associated general grade descriptors and grade boundary guidelines.

Inappropriate grading practices

The following grading practices are inappropriate and are counter to MYP assessment principles.

- Determining grades using a proportion of scores for classwork, homework, and tests
- Determining grades by averaging summative performance scores over the term
- Using single pieces of work to determine final grades” (p.91-92).

John M Smyth Grading Guidelines:

1. Gradebook Categories

IMPORTANT: Teacher New Year Gradebook Setup (SY 2022-2023)

Setting Categories & Weights with the following categories for your subject area:

Categories and Weights

PYP:

Formative:65%

Summative:35%

MYP:

Formative:65%

Summative:35%

Gradebook Assignments:

PYP:

Formative:65%

Assessing

Recording

Reporting

MYP:

Formative:65%

Criterion A

Criterion B

Criterion C

Skills: Balanced with Standards Skills: Balanced with Standards

ATL- (Speaking and Listening)
Summative:35%
 Assessing
 Reporting
 Recording
 ATL - (Speaking and Listening)

Criterion D
 ATL - (Speaking and Listening)
Summative:35%
 Criterion A
 Criterion B
 Criterion C
 Criterion D
 ATL - (Speaking and Listening)

2. Rubrics

Use the PYP / MYP Rubrics to give students feedback on instructional tasks, formative assessments, and summative assessments. Aim for at least **one task** a week.

*Grading is based on Criterion (PYP: Assessing – how we discover what the students know and have learned; Recording – how we choose to collect and analyse data; Reporting – how we choose to communicate information) (MYP: Criteria A, Criteria B, Criteria C & Criteria D)

*Summative and Formative assignments must be given

*Gradebooks must reflect IB criteria and grading practices

*Semester grades value the most accurate reflection of student achievement rather than simply averaging of grades over time (pattern of student work determines the grade) **This is called BEST FIT**

*Teachers & students should use and refer to the IB rubrics for each criteria (Refer to subject guide)

*Teachers communicate clear expectations on how to move to the next level

3. Gradebook Conversion*

Use the following conversion charts to enter scores into Gradebook:

No student shall receive a grade lower than 59% / 52% for any task. In the event that a student is absent, you may excuse that student by entering **EXC** which will NOT affect the student’s average grade (**DO NOT LEAVE THE GRADED AREA BLANK**). If a student does not complete an assignment that student is to receive a minimum grade (MG) of 59% for Gen. Ed and 52% for DL. Each grade entry into ASPEN should be accompanied by a Common Core State Standard Number.

IB PYP/ MYP Score	Total Points 4	Total Points (DL) 100	Total Points (Gen. Ed.) 100	Letter Grade
8	4	100	100	A
7	4	94	95	A
6	4	89	90	A
5	3	88	85	B
4	3	77	80	B
3	2	76	75	C
2	2	65	70	C
1	1	53	60	D

0	N/A	52	59	F
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***Smyth Classroom Teachers “SCTs” may collectively decide to adjust a conversion scale for a particular assessment task.**

When looking at a student’s report cards, grades can be interpreted in the following manner:

Grade	Performance Description
A	Produces high-quality, innovative work. Communicates extensive understanding of both content and skills and may be able to identify nuances that show expertise. The student demonstrates critical and creative thinking, is able to use both skills and knowledge in multiple contexts (classroom and real world). The student is able to work independently.
B	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations, and, with support, some unfamiliar real-world situations.
C	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in unfamiliar situations.
D	Produces work of an acceptable quality. Communicates basic understanding of many concepts and context, with occasionally significant misunderstanding or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
F	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely or inconsistently using knowledge or skills.

The Academic Grading Scale is as follows:

[Kindergarten Report Card Comments](#)

[Kindergarten Report Guide](#)

Kindergarten Academic Grading Scale

90 - 100	A	4	Exceeds Standards
80 - 89	B	3	Above Standards
70 - 79	C	2	Meet Standards
60 - 69	D	1	Below Standards
59 (No Zeroes, No grades less than)	F		Does Not Meet Standards

Grade Expectations KINDERGARTEN (weight, etc)

In Kindergarten, we use the CPS developmental grading scale. Our grading benchmarks are based on the developmental expectations of the Common Core State Standards.

Students are assessed on each skill and given a grade of:

- 1- beginning to develop the skill
- 2- skill is partially developed

3- skill is mastered

4- student is exceeding expectations for this standard at this time.

KG Reading Foundational Skills grades reflect student phonics and phonemic awareness skills. This data comes from TRC assessment results, running records, sight word recognition and decoding strategies.

Grade Level Expectations:

Quarter	Report Card Grade
End of Quarter 1	1- <Print Concepts 2- Print Concepts 3- Reading Behaviors 4- Level A and above
End of Quarter 2	1- Print Concepts & Reading Behaviors 2- Level A 3- Level B 4- Level C and above
End of Quarter 3	1- Print Concepts, Reading Behaviors & Level A 2- Level B 3- Level C 4- Level D and above
End of Quarter 4	1- PC, RB, A 2- Level B 3- Level C & D 4- Level E and above

KG Reading Informational and Literary Texts grades reflect student reading comprehension skills. These grades are assessed through written and oral responses to questions about stories read aloud.

Grades 1st - 8th Academic Grading Scale

90 - 100	A	Exceeds Standards
80 - 89	B	Above Standards
70 - 79	C	Meet Standards
60 - 69	D	Below Standards
59 (No Zeroes, No grades less than)	F	Does Not Meet Standards

Grades 1st - 8th Academic Modified DL Grading Scale

89 - 100	A	Exceeds Standards
77 - 88	B	Above Standards

65 - 76	C	Meet Standards
53 - 64	D	Below Standards
52 (No Zeroes, No grades less than)	F	Does Not Meet Standards

No student shall receive a grade lower than 59% / 52% (DL) for any task. In the event that a student is absent, you may excuse that student by entering **EXC** which will NOT affect the student's average grade (**DO NOT LEAVE THE GRADED AREA BLANK**). If a student does not complete an assignment that student is to receive a grade of 59% / 52% (DL).

Each grade entry into ASPEN should be accompanied by a Common Core State Standard Number.

Academic Grading Percentages Explanation

A = Exceeds Standards 90% - 100%

- Quality: Masters fundamentals thoroughly and exceeds expected standard of progress in daily work.
- Quantity: Does all assigned work and is willing to do enrichment and independent activities.
- Interpretation and Application: Learns facts and principles and usually applies them to new and unfamiliar situations.
- Class Participation: Assumes an active and alert role in all learning activities.

B = Above Standards 80% - 89%

- Quality: Meets expected standards and shows a good grasp of fundamental skills in daily work.
- Quantity: Does all assigned work.
- Interpretation and Application: Shows ability to retain and apply facts and principles to most situations.
- Class Participation: Participates in most learning activities.

C = Meets Standards 70% - 79%

- Quality: Performs at minimum expected standards and shows understanding of skills in daily work.
- Quantity: Does most assigned work.
- Interpretation and Application: Retains and applies facts and principles in some situations.
- Class Participation: Participates in some learning activities.

D = Below Standards 60% - 69%

- Quality: Performs below expected standards and shows limited understanding of skills in daily work.
- Quantity: Does limited amount of assigned work.
- Interpretation and Application: Demonstrates difficulty in retaining and applying facts and principles.
- Class Participation: Student participates in learning activities on a limited basis.

F = Does Not Meet Standards 59% or below

- Quality: Works much below expected standards.
- Quantity: Does not complete or seldom completes assigned work.
- Interpretation and Application: Does not retain and apply facts and principles.
- Class Participation: Does not participate in and may resist participating in learning activities.

4. Missing Work

For assignments not turned in, record the **minimum grade “MG” in Gradebook: Gen. Ed = 59; DL = 52.**

It is suggested that you allow students to turn in late assignments only until the end of a unit. It is encouraged to allow students to earn at least the “MG”. We discourage the turning in of late work after the end of a unit with the exception of special attendance circumstances (i.e. an illness, etc.).

5. Homework Policy and Expectations:

The purpose of homework is to provide meaningful practice for students to reinforce skills taught in school. Smyth students are asked to read at a minimum of 20 minutes daily outside of the school day. There may be additional homework given; however, teachers at grade levels should align across the grade level to the agreed upon grade level expectations.

6. Retakes and Revisions

Since mastery of content is the goal, teachers will provide students opportunities to retake quizzes and examinations. Final grades should reflect the extent to which a student is able to demonstrate current understanding. Students will not be penalized for previous errors along the path toward mastery.

7. No Zero Policy

Teachers at Smyth do not give scores of a “0” (zero) to missing assignments or keep grades as blank or M, as this often makes it impossible to earn above an F or a D for the quarter. Instead, teachers have agreed that students will receive a **score of 59 for failure** of an assignment and a score of **59 (No Zeroes, No grades less than)**

8. Missed Assignments

Students are allowed to turn in missing assignments and/or make-up work without deductions. Excused absences will be entered as “EXC” for excused; however, it is the responsibility of the student to complete missing work. Assignments still missing at the end of each 5 week grading period will be entered as 59% for a missing assignment, with the exception of assignments missing because of excused absences.

- Using Standards-based grading will enable teachers and students to avoid this situation, as the focus will be on skills mastery and not simply compliance.

9. Backwards Slash “/”

The backwards slash is to be entered for all assignments that students were not given instruction. For example, if students received Science for the first five {5} weeks of the quarter and did not have instruction in Social Science then the / should be entered for all Social Science grades for ALL applicable students.

Parent Communication

Course Syllabus

Include the above suggested grading practices on your Course Syllabus as well as the PYP / MYP Assessment Criterion for your subject area. It is highly encouraged that SCTs have a common syllabus. ***Please submit your syllabus on the John M Smyth School Staff Google Classroom by Friday, August 26, 2022.***

John M Smyth Website:

All PYP / MYP Rubrics will be available for parents and students on the website under “ABOUT -> IB WORLD SCHOOL -> POLICIES -> PYP / MYP CURRICULUM AND GRADING”

Using the IB MYP Rubrics:

7th grade - Consider starting with the Year 1 rubrics and advancing to Year 3 at the semester

8th grade - Use the Year 3 rubrics

SMYTH IB 'S LOCAL SCHOOL COUNCIL (LSC) MEETINGS

The following are the meeting dates for the 2021-2022 School Year. LSC meetings will take place the 2nd Thursday of each month at 4:30 p.m (Virtually).

SMYTH IB 'S PARENT ADVISORY COUNCIL (PAC) MEETINGS

The PAC will meet in the school Parent Room 119 (In-person) or virtual at 9:30 am on the 2nd Wednesday of each month.

SPECIAL EVENTS

The school hosts several special events each year, some during the school day and some after the school day. For some special events during the school day, the school schedule is altered to accommodate parents and community members. Teachers and staff should take note and plan in advance for the altered schedule. The established events are:

- August 19, 2022 Back to School Bash 10:30 a.m. to 2:30 p.m.*
- September 7, 2022 Open House 4:00 p.m. to 6:00 p.m.**
- November 21, 2022 Parent-Teacher Conference, 12:00 a.m. to 6:00 p.m.*
- February 23, 2022 Literacy Night 5:00 p.m. to 6:00 p.m.**
- March 29, 2022 Parent Teacher Conference, 12:00 a.m. to 6:00 p.m.*
- May 25, 2022 Numeracy Night, 5:00 p.m. to 6:00 p.m.**

*Altered school hours for all staff.

** After-school event; regular school hours for all staff.

HOLIDAYS - NO SCHOOL

- Labor Day -,09/05/22
- Indigenous Peoples Day -10/10/22
- General Election Day - 11/08/22
- Thanksgiving Day - 11/24/22
- Day after Thanksgiving - 11/25/22
- Martin Luther King's Birthday - 01/16/23
- President's Day - 02/20/23
- Memorial Day - 05/29/23

OUT-OF-SESSION

Please note: children are **NOT** in school during the following periods:

*Unless they are attending special programs.

**November 22 - 25, 2022 Thanksgiving Holiday
December 23, 2022 – January 06, 2023 - Winter Intersession
April 03, 2023 – April 07, 2023 - Spring Intersession
June 08, 2023 - Summer Break**

STAFF DEVELOPMENT DAYS (No School for Students)

October 21, 2022; December 23, 2022, March 17, 2023, June 8, 2023

REPORT CARDS and Progress Reports

Report cards are distributed four times a year. They are given to you at Report Card Pick-Up time and sent home at the end of the school year. Parents are expected to pick-up the report cards for the **first quarter and third quarter**. Teachers will be available for conferences on these days. These are non-attendance days for the children. Additionally, four progress reports will be sent home. Teachers are expected to keep parents informed about their child's progress so that there will be no surprises at the end of the year.

September 22, 2022	Q1 Progress Reports
November 21, 2022	Q1 Report Card and Parent/Teacher Conferences
December 02, 2022	Q2 Progress Reports
January 13, 2023	Q2 Report Card Distribution
February 10, 2023	Q3 Progress Reports
March 29, 2023	Q3 Report Card and Parent/Teacher Conferences
April 28, 2023	Q4 Progress Reports
June 07, 2023	END OF SCHOOL YEAR, FINAL GRADES