

Wendell Smith ES
SOAR TOGETHER



SEAGULL CODE
STUDENT HANDBOOK

Dear Students,

The purpose of the Student Handbook is to acquaint the student with basic school policies as they relate to a well-organized, safe and educationally sound school environment. We ask both students and parents to study the contents and become familiar with the policies.

While the information in this handbook is important, we feel that the most effective communication between the home and school results from direct contact with the child's teacher first and then the Principal or Assistant Principal. Parent-teacher conferences are conducted twice yearly to assure that basic communications are established. Parents are encouraged to contact the school to arrange additional conferences whenever they feel it would be to their child's benefit.

We ask that you give your support by visiting the school, inquiring about your child's progress, attending conferences and taking an active interest in school activities as well as the daily lessons completed at home and in school.

Sincerely,

Mr. Crockett, Principal

Student Affirmation

As a Wendell Smith Scholar, I will exhibit integrity in all that I do and say. I will do the right thing when no one is watching. I will dream big because I am entitled to it. If my mind can conceive it then I can achieve it. Empowerment gives me the voice and I will control my own destiny. When times get rough, I will keep trying because great works are performed, not by strength but by perseverance. I will work with my peers, bring unity to my class and become a better citizen in my school and in my community.

I AM A WENDELL SMITH SCHOLAR!!!

Smith Elementary School ~ Seagull Values

	Respectful Relations	Supportive Environment	Culture of Achievement
Students	<ul style="list-style-type: none"> Using proper manners Following the code of conduct Use of appropriate language Abiding by the dress code 	<ul style="list-style-type: none"> Persisting to reach your goals Always trying your best Maintaining a positive outlook when faced with challenges Encouraging one another Being helpful in the community; volunteering Acceptance of individual differences 	<ul style="list-style-type: none"> Being accountable for your actions Seeking additional support and feedback IAR/Star360/iReady goal setting High Attendance Uses of rubrics to peer and self-assess Self- monitoring behavior and progress Completing expected work
Staff	<ul style="list-style-type: none"> Using proper manners Being consistent Stating clear expectations Building trust 	<ul style="list-style-type: none"> Use of positive framing Positive reinforcement to drive behavior: <ul style="list-style-type: none"> Caught Being Good tickets Scholar Dollars Use of encouraging language Welcoming classroom environment 	<ul style="list-style-type: none"> Data driven instruction Using observations & evaluations to build professional practice Displaying goals Differentiating instruction Seeking outside resources (grants, PD) High Attendance

School	<ul style="list-style-type: none"> • Open door policy • Visual representations • School affirmation • Modeling respectful relationships • Unity 	<ul style="list-style-type: none"> • Celebrations of student achievement <ul style="list-style-type: none"> - Student of the Month - Honor Roll - Quarterly awards assembly • Greetings upon entrance • Bulletin Boards highlighting student excellence 	<ul style="list-style-type: none"> • HS and College visits • Exposure to community leaders • Culture of goal setting • Continuous improvement; no complacency
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Smith Elementary School ~ Expectations

SEAGULL TRAIT	COMMON AREA	LUNCHROOM	ASSEMBLIES AND EVENTS	RECESS	WASHROOM
Respectful Relations	<ul style="list-style-type: none"> ▪ Walk quietly ▪ Keep your hands and feet to yourself 	<ul style="list-style-type: none"> ▪ Sit where you are asked ▪ Follow adult instruction ▪ Indoor voice ▪ Speak respectfully 	<ul style="list-style-type: none"> ▪ Look and listen to the program ▪ Applaud when appropriate ▪ Participate when asked 	<ul style="list-style-type: none"> ▪ Follow adult directions ▪ Play fair ▪ Include others ▪ Share ▪ Enter and exit proper doors 	<ul style="list-style-type: none"> ▪ Use quiet voices ▪ Flush toilet after use ▪ Wash Hands ▪ Report any unusual incidents to teacher or staff ▪ Be quick
Supportive Environment	<ul style="list-style-type: none"> ▪ Walk in a single line ▪ Respect other's space 	<ul style="list-style-type: none"> ▪ Walk in a single file line to the lunch line ▪ Take all trash to garbage/empty milk ▪ Raise hand to leave table 	<ul style="list-style-type: none"> ▪ Go to seating area assigned by teacher ▪ Wait to stand and exit when signaled by teacher 	<ul style="list-style-type: none"> ▪ Dress appropriately for the weather ▪ Line up when called ▪ Line up quietly and safely 	<ul style="list-style-type: none"> ▪ Only go when given permission ▪ Return promptly ▪ Report any messes or vandalism

Culture of Achievement

- Maximize learning time by transitioning quickly
- Discuss appropriate topics
- Actively engaged
- Participation
- Transfer knowledge learned to outside situations
- Encourage others
- Persisting to accomplish something new
- Report any messes or vandalism
- Return promptly

Smith Elementary School ~ Behavior Expectations

	RESPECTFUL RELATIONSHIPS	SUPPORTIVE ENVIRONMENT	CULTURE OF ACHIEVEMENT
ARRIVAL	<ul style="list-style-type: none"> • Wait for signal to enter • Using proper manners; Say good morning • Abiding by the dress code 	<ul style="list-style-type: none"> • Encouraging one another • Acceptance of individual differences 	<ul style="list-style-type: none"> • High Attendance • Coming on time • Properly rested • Ready to learn
DISMISSAL	<ul style="list-style-type: none"> • Clean area around your desk • Take home all necessary materials • Wait calmly to be dismissed • Exit the building with your class • Using proper manners 	<ul style="list-style-type: none"> • Being helpful in the community; volunteering • Tutoring a friend 	<ul style="list-style-type: none"> • Seeking additional support and feedback • Involvement in extracurricular groups
CLASSROOM	<ul style="list-style-type: none"> • Following the code of conduct • Use of appropriate language • Be on time • Follow classroom procedures 	<ul style="list-style-type: none"> • Persisting to reach your goals • Always trying your best • Maintaining a positive outlook when faced with challenges • Have all supplies ready 	<ul style="list-style-type: none"> • Being accountable for your actions • IAR/Star360/iReady goal setting • Have all homework ready • Complete all work neatly • Uses of rubrics to peer and self-assess • Self- monitoring behavior and progress

Smith Elementary School ~ PBIS

Positive Behavior Interventions and Supports

SCHOLAR DOLLARS INDIVIDUAL	SEAGULL BUCKS WHOLE CLASS
<p style="text-align: center;">HOW THEY ARE EARNED:</p> <p style="text-align: center;">Exhibiting our Seagull Values, such as...</p> <div> <ul style="list-style-type: none"> ● Follows Seagull Expectations ● Appropriate behavior in common areas ● Positive words/manners ● High attendance ● Good deed acts ● On-task behavior ● Correction of tardiness ● Effort ● Persistence </div>	
<p style="text-align: center;">HOW THEY ARE CELEBRATED:</p> <div> <p>Each Friday, students have the opportunity to cash-in 15 or more dollars for prizes!</p> </div>	
<p style="text-align: center;">When a class receives Seagull Bucks they will receive a whole-class incentive.</p>	

**Any staff member can distribute *Caught Being Good* tickets and *Seagull Bucks*
Acceptable class Incentives for *Seagull Bucks* (not Limited to):**

- Tech Time
- Gym Time (arrange with PE teacher)
- Dress down day
- Movie Day
- Cupcakes
- Ice cream social
- Class Celebration
- Outside time
- Park
- Seagull Den
- ****\$25.00 limit

Smith Elementary School ~ Dress Code

The Local School Council adopted a uniform policy for the 2024 - 2025 school year requiring students to wear solid navy blue tops and tan bottoms. Students may also wear any shirts affiliated with Smith clubs or activities.

Students who fail to adhere to the Smith uniform policy may be asked to wear available uniforms at the school and be subject to the loss of extracurricular activities.

Recognizing the importance of appropriate school attire and its effect on the learning environment, Smith will also institute a dress code policy prohibiting students from wearing certain items or particular styles of clothing and / or accessories. Students failing to comply with the Smith Dress Code may be asked to change or alter their clothing.

In order to promote and maintain a safe and positive learning environment that will not disrupt the educational process for students, the following clothing will not be allowed:

Any clothing that exposes undergarments, midsections, backs or upper legs. Including but not limited to:		Any clothing that exposes undergarments, midsections, backs or upper legs. Including but not limited to:	
Any clothing that may constitute a safety hazard. Including but not limited to:		Any clothing that may constitute a safety hazard. Including but not limited to:	
<ul style="list-style-type: none"> o Transparent blouses o Tight shirts o Tank tops or crop tops o Spaghetti straps, o Halter tops o Blouses with low necklines o Pants that “sag” below hips o Pajama type clothing o Shorts/skirts that are not as long as a student’s finger tips when arms are hung down on sides 	<ul style="list-style-type: none"> o Bedroom slippers o Pants dangerously baggy or long o Clothing or jewelry that may be used to harm another person o Open toed shoes like flip-flops or sandals 	<ul style="list-style-type: none"> o Hats o Clothing with gang associated symbols, writing, or color combinations o Rubber bands or scarves wrapped around the pants leg o Shoes and / or shoelaces with color combinations associated with gangs 	<ul style="list-style-type: none"> o Clothes with obscene pictures or language o Clothing that incites hatred or violence o Clothing encouraging illegal activity o Clothing advertising alcohol, drugs or tobacco

Smith Elementary School ~ Crisis Codes

All schools are to use the newly recommended Crisis Codes outlined below to ensure the use of plain language that is understood by staff, students and visitors alike. All school personnel are to be trained on these codes to ensure staff members understand the severity of a situation and actions to be taken once the code is called. All visiting CPS personnel will be equally familiar with the code structure. Crisis Codes are further discussed in the Emergency Plan Manual.

Evacuation

- Incident Commander orders call for Evacuation or the Fire Alarm is sounded.
- Students and staff proceed to the Exterior Safe Location pre-designated for the room they are located in at the time the Evacuation Code is called.
- If necessary, Incident Commander calls for move from Exterior Safe Locations to Alternate Evacuation Site.

Lockdown

- No one moves unless otherwise announced by the Incident Commander. All classroom doors are closed and locked. Windows are closed and shades are pulled down if appropriate.
- Incident Commander must:
 - Order exterior doors locked
 - Direct students/staff located outside building to:
 - Proceed to Alternate Evacuation Site
 - Proceed into building to
 - Interior Safe Location
 - Appropriate Classroom
 - Consider redirecting school buses en-route to the school to the bus staging area
 - Consider directive to close all air intake and related mechanicals in the event of a hazardous materials situation
 - Incident Commander may allow for classroom movement if appropriate and ONLY IF SPECIFICALLY ANNOUNCED. Any open campus privileges are canceled for the rest of the day

Shelter-in-Place

- Appropriate for threats of tornado or threat in the neighborhood.
- Students and staff proceed to the Interior Safe Location pre-designated for the room they are located in at the time the Shelter-in-Place code is called.
- If situation is so dire for a classroom or area of the building (i.e. gunshots outside of school) teacher/staff should direct students to drop to the floor and seek cover under tables, desks, counters, etc. – staying away from exterior windows -- until the situation allows them to proceed to the Interior Safe Location.

All Clear

- Threat or emergency has passed and the school is returning to normal operations.
- Incident Commander returns school authority to principal or designee.
- Principal or designee announces the bell scheduled for the rest of the day and any other information pertinent to the recovery from the situation.