

Sabin Dual Language Parent & Student Handbook 2023-24



Sabin Dual Language Magnet School
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Find us on Facebook at
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Mission Statement

Sabin Mission and Vision

At Sabin Magnet Dual Language School we are committed to addressing the individual needs of students through the implementation of a differentiated, innovative, and evidence-based curriculum. Our students acquire an appreciation of language and culture while becoming bi-literate in Spanish and English.

Vision Statement

We inspire students to develop a life-long passion for learning, a compassion for others, and the ability to translate academic study into effective leadership and action within their communities and the world. Sabin graduates leave with a drive for excellence, an aspiration to succeed in higher education, and the ability to lead that will enable them to be agents of change in the global community.

Dual Language Magnet Program

Sabin's Dual Language Educational Program is a long-term, additive, bilingual and bicultural program model. Our program model consistently and strategically uses two languages for instruction, learning, and communication. Sabin Dual Language Magnet School fosters second language acquisition and an appreciation of language and culture with a focus on students becoming bi-literate in Spanish and English. Teachers are committed to addressing the individual needs of Sabin students through the implementation of a differentiated, innovative and evidence-based curriculum that will prepare them to be college and career ready. Sabin students strive for excellence and aspire to succeed in high education practices which enable them to be active participants in the dynamic, global community.

We have an 80-20 model beginning in Kindergarten thru 6th grade in 2016-17 and will be implemented thru 8th grade by 2018-19. Our non-negotiable items include: Two languages are used for instruction. At least 50% of the daily instruction is in the partner language (Spanish) Commitment to the program for at least 6 years Strict separation of languages (no translation). Students are challenged with high academic content throughout the curriculum. Instruction in the non-English partner language includes language arts and other academic content areas.

Academic Expectations

Family Reading Time

Continued exposure to language and literature are key to student success at every level. Reading at school and at home are key ways in which we cultivate a culture of reading and a love of literature at Sabin. At school each day, all students engage in independent reading and interactive teacher read- alouds.

Your participation is needed for the home component of our independent reading program. All students must have twenty minutes of uninterrupted time for reading each evening. When reading is part of the family routine, reading achievement improves and a child's love of reading grows.

Homework

At Sabin, homework plays an important role in reinforcing classroom learning. The amount of homework assigned will be developmentally appropriate and determined by grade level teachers. Completing assignments at home and returning them on time helps students develop responsibility for their learning, which is an essential foundation for their success in school, future work, and life.

All students at Sabin must come prepared for school each day. They complete independent reading each night and record it in their reading log. Assigned homework needs to be completed on time. The quality, neatness, and promptness of homework will affect grades. Maintaining an organized agenda book helps students keep track of assignments and due dates.

Students should be able to complete homework assignments independently. Encourage your child to persevere and complete the assignments to the best of their ability. Support your child, but be careful not to help too much! Cognitive struggle is a necessary part of learning. Mistakes are opportunities for growth and provide valuable information for teachers and students.

Here are some suggestions for how you can be involved in your child's homework:

Give your child an interested and supportive audience. Read and review your child's work – not as a judge, but as a reader paying attention to the content. By doing so, you help your child develop into a conscientious student who is ready to invest the hard work required to grow as a learner. To support independent reading, talk with your child about what he or she is reading and sign the reading log regularly. For grades 1-5, set aside time for regular review of math facts. A few minutes of practice with number facts several times a week is important in developing computational fluency and facility with numbers. Please become familiar with the homework policy and expectations of your child's classroom teacher.

Report Cards

Report cards are given out quarterly throughout the school year. Parents attend conferences for the first and third marking periods. Grades reflect a student's achievement during each quarter. They are not cumulative. Although teachers may have different ways of grading, they all share the same high standards, which are reflected in our grading system. Please remember that teachers do not "give" grades; students earn them. Grades are a record of demonstrated student achievement. The report cards at Sabin show letter grades as follows:

- A Student significantly exceeds standards for grade level and has earned a numerical average of 90% or higher.
- B Student performs above standards for grade level and has earned a numerical average between 80% and 89%.
- C Student meets standards for his/her grade level and has earned a numerical average between 70% and 79%.
- D Student is not meeting grade level standards and has earned a numerical average between 60% and 69%.
- F Student is failing to meet grade level standards and has earned a numerical average between 59% or below.

Grading Policy

Sabin Dual Language Magnet School's Pillars of Grading

Accurate

- Mathematically correct and sound
- Reflect mastery of content and concepts of standards and does not include irrelevant information (ie; extra credit, "how" work presented rather than content)
- Assessments not more than 20% of grades
- "Categories Only" for Average Mode in gradebook

Bias-Resistant

- Empower students to take ownership of their learning by indicating where one is on the path to mastery of a standard
- Based on quantitative data
- Grades based on the work, not the timing of the work (late work accepted at full credit)

Motivational & Empowering

- Teachers ensure that grading promotes student agency and provides tools to individual students to achieve their goals
- Teacher and student engage in multiple interactions throughout the process (from introduction of a concept to culminating activity) through feedback (teacher or peer) and self-reflection so that the student knows her/his progress towards mastery (valuable feedback)
- Encourages a growth mind-set
- Opportunity for redemption (redo and retake)
- Leads to intrinsic motivation-value of learning rather than point collecting

All core subjects will use the following grading percentages in Gradebook:

Grade Band	Categories	Weights	Examples
Primary (1-2)	Quizzes	15%	Weekly tests (Excluding interim assessments, exit slips (et;al.)
	Projects	25%	
	Summative assessments	20%	Unit tests, benchmarks, performance tasks (other than those related to REACH)
	Classwork	40%	Daily assignments
Intermediate (3-5)	Quizzes	15%	Weekly tests (Excluding interim assessments, exit slips (et;al.)
	Projects	25%	
	Summative	20%	Unit tests, benchmarks,

	assessments		performance tasks (other than those related to REACH)
	Classwork	40%	Daily assignments
Middle School (6-8)	Quizzes	15%	Weekly tests (Excluding interim assessments, exit slips (et;al.)
	Projects	25%	
	Summative assessments	20%	Unit tests, benchmarks, performance tasks (other than those related to REACH)
	Classwork	40%	Daily assignments
Resource Classes (Grades 1-8)	Quizzes	15%	Weekly tests (Excluding interim assessments, exit slips (et;al.)
	Projects	25%	
	Summative assessments	20%	Unit tests, benchmarks, performance tasks (other than those related to REACH)
	Classwork	40%	Daily assignments

Academic Concerns

The faculty and staff at Sabin do everything possible to ensure each child's academic success. If you have concerns about your child's academic progress, please consider the following suggestions: First, make an appointment with your child's teacher to talk about your concerns. You and the teacher are partners in your child's education. After discussing your child's strengths and areas for improvement, the teacher will observe your child's progress and, if necessary, modify classroom activities to the extent possible to help your child be successful. If your child continues to struggle academically even with planned interventions, the next step is to make an appointment with the school counselor. Student athletes in grades 5-8 must adhere to the Athletic Contract.

Communications

Communicating with your child's teacher – Expect a Monthly Newsletter

Report card pickup is scheduled twice a year and presents an excellent opportunity to talk to the teacher about your child's progress in class. In addition, teachers send home progress reports in the middle of each quarter to inform you whether or not your child is meeting standards and adequately completing homework.

We are happy to meet with you about your child's progress or other questions or concerns you may have. However, during the school day, teachers' time is dedicated to the students from the moment they meet their classes outside in the morning. If you wish to speak to your child's teacher, you will need to make an appointment. Please refer to each teacher's welcome letter for times.

Each teacher will share their communication guidelines at Open House. Please adhere to those guidelines. If you are unsure of how to proceed, call the office to leave a message for the teacher, or feel free to send a note to school with your child. Please understand that your child's teacher may not receive a phone message until the end of the day and therefore may not be able to return your call until the following day.

Home-School Email Guidelines

School personnel use email for general information and logistical matters only. Please remember that teachers are delivering instruction during the school day and are unable to consistently check their email, so time sensitive issues and questions should be communicated through a phone call to the office. The main office phone number is 773-534-4491. When emailing teachers, please expect that it will be at least 24-48 hours before you will receive a reply. Here is our updated list of email addresses for our Sabin Staff.

[✚ Sabin Dual Language Magnet School Org Chart SY23-24](#)

For detailed communication, we ask that parents and school personnel speak by phone instead of engaging in discussion via email. A conversation is often more productive than back and forth written communication. Discussions about student progress or behavior will be addressed by phone or in person to ensure your questions are fully answered.

School Wide Communications

To reduce printing cost and waste, the majority of Sabin's communication takes place electronically. Along with your emergency contact information, we require all families to provide an email address to which Sabin can send important news and information.

We are expanding our use of social media to connect with you and the broader community. Here are some of the avenues through which you can stay up to date about Sabin:

Sabin School Emails – Email is the source for detailed news and reminders about school, as well as information about events coordinated by our parent organizations (LSC, BAC, and Room Parents). All families must sign up to receive these emails.

@SabinDLMagnet on Twitter – This Twitter feed will include calendar reminders and special event information for the entire school. We encourage families to sign up to receive these reminders as text messages. To do so, just text the words follow SabinDLMagnet to 40404.

Sabindlmagnet - This is our official Instagram account for Sabin Dual Language Magnet School. We will include here calendar reminders and special event information for the entire school.

Sabin Dual Language Magnet School - We can also be found on Facebook. Please join us here and we also will share here calendar reminders and special events information for the entire school.

Student Portal

Log in to the Aspen Student Portal at aspen.cps.edu with your CPS username (not email address) and password. Any student having difficulty with login access should contact their teacher or school.

Parents/Guardians Portal

Old Parent Portal accounts could not be automatically transferred to Aspen.

To register for an Aspen Parent Portal account:

- Contact your school to verify your personal information in CPS' Student Information System is up to date and accurate. You will need to provide your school with an active email address to receive instructions and the validation code required to create an account.
- Follow the email instructions and use the validation code to create a Parent Portal account. We highly recommend completing registration on a desktop or laptop computer as this process is not optimized for a mobile phone.
- You will receive a second email to finalize account registration. Confirm your email credentials and log on to Aspen to link your students to your account. Aspen resources and training videos are available on the [Parent Portal](#) page on CPS.edu if you need help in setting up your account or navigating the system.
- Call your school if you do not receive the registration email, your account is locked, or you need assistance correcting profile information or linking student(s) to your account.

Log in to the Aspen Parent Portal at aspen.cps.edu with your email address and password.

Student Drop Off and Dismissal

For student safety, it is essential for all parents and students to follow drop off and dismissal procedures. Please cooperate with our security guard and other school personnel and observe the rules below.

Student Drop Off

Students should not be dropped off prior to 8:45 a.m.

If you leave your car to walk your child to the playground, you must park legally on the street. Please see Parking and Safety, below.

Morning Playground Rules

Students in grades K - 8 are allowed on the playground at 8:45 a.m. and not before. There is no supervision before 8:45 a.m. Kindergarten students stay with their parents outside the east entrance on Leavitt Street until 9:00 a.m.. Kindergarteners play in the playground on Leavitt Street. Students in grades 2nd to 4th play on the playground equipment on the Hirsch and Bell side while 5th – 8th play at the playground by the flagpole.

Due to the large number of children, students may not throw balls of any kind and may not play football or soccer.

Student Entry

Students must stop playing and line up at the 8:55 bell. Once your child is in line, their school day has begun. Students wait quietly in line for their teachers. You can support this effort by refraining from loud conversation after the 8:55 bell. Do not line up with the class or follow the class into the school as this distracts from the start of the learning day. Parents who need to enter the school building must use the main entrance and sign in at the security desk.

If your child's class has already entered the building, please have your child stop at the security desk for a tardy slip. You may not escort your child to the classroom. This is for security purposes. If you ever need something brought to the classroom for your child please go to the security desk at the main entrance and we will have someone take it to your child's classroom.

Inclement Weather

Students will be outside unless the weather is extremely cold or rainy. Please have your child dress for the weather each day. If the administration determines that students should be indoors, students will enter the building upon arrival, proceed to their classroom's designated location in the auditorium and read or talk quietly until school begins.

Dismissal Policy

Dismissal is at 4:00 pm.

For all late pick-ups, children will wait in security.. Parents must park and come to security to sign a child out. Three late pickups may result in a DCFS call.

The school does not provide supervision unless a child is in an after school program. We require prompt pick up for students participating in afterschool programs.

If you are late more than three times for after school program pick up, your child will be dropped from their program.

If an early dismissal is required, you must go to the security desk at the main entrance. No early dismissals will be issued after 3:30 pm.

If the person picking up your child is not on their emergency form, we will not release the child to their custody. We will check identification before releasing your child.

Parking and Safety

All parents and visitors must park in legal spaces in the neighborhood. No double parking is permitted at any time. You may not block the school bus lanes, block traffic or the CPS parking lot. Violators creating a dangerous situation for students and the community may be ticketed and towed by the Chicago Police.

Attendance Policies

Absence and Truancy

An important goal of the Chicago Public Schools is the improvement of student attendance. The Chicago Public Schools accepts only four reasons for excused absences: illness, observance of a religious holiday, death in the immediate family, family emergency. An absence for any other reason is an unexcused absence.

Please call school by 8:45 a.m. if your child will be absent (773-534-4491). We are concerned for your child's well-being, and this call lets us know your child is safe at home. For all absences, you must send a note when your child returns to school. This note must state the date(s) and reason for the absence and must include your

name, signature, and contact information. A child who has been ill with a fever must be fever free for 24 hours before returning to school.

Truancy is considered to be:an absence without a note, even if you called in. An unexcused absence is also vacation or family travel at a time when school is in session.

STUDENTS DO NOT ATTEND SCHOOL ON THE FOLLOWING DAYS:

9/4/23 (Labor Day)
9/22/23 (Professional Development Day)
10/9/23 (Indigineous Peoples' Day)
10/26/23 (Report Card Pick-up Day)
10/27/23 (School Improvement Day)
11/10/23 (Veterans Day)
11/20/23 through 11/24/23 (Thanksgiving Break)
12/22/23 (School Improvement Day)
12/25/23 – 1/5/23 (Winter Break)
1/15/23 (Dr. M.L King's Birthday)
2/9/23 (Professional Development Day)
2/19/23 (President's Birthday)
3/25/23 - 3/29/23 (Spring Break)
4/1/23 (School Improvement Day)
4/10/23 (Report Card Pick-Up Day)
5/27/23 (Memorial Day)

Here is a link to the [2023-2024 CPS Calendar](#)

Early Dismissal

Please notify your child's teacher in writing if you will be picking up your child for early dismissal. To pick up your child, go to the security desk to complete an Early Dismissal form. Office staff will call your child to meet you at the security desk. To minimize classroom interruptions, do not go to the classroom to get your child.

Tardies

A student is tardy if they arrive after 9:15 a.m. If a student arrives after 9:15, they must stop at the security desk for a tardy slip. If the security desk is temporarily unattended, the child must proceed to the office. Do not take a tardy child directly to the classroom. You may not escort your child to the office.

Beginning the day with the class is important to student and school success. Please support your child by getting them to school on time. You should plan ahead for traffic, especially in inclement weather. Tardiness is tracked, and persistent tardiness will result in consequences as outlined in the CPS Student Code of Conduct.

Family Vacations

Family vacations should be planned around the established school holidays and breaks. Absences for family vacations are unexcused absences. Students missing school are missing important instructional time. The Sabin curriculum is collaborative and participatory. Absent students miss a significant amount of learning that

cannot be replicated with worksheets or practice pages. In the case of a planned absence, the teacher will not provide work in advance. Missing school can lead to poor grades and, in some cases, academic failure. If it is an unavoidable situation, please notify the office in advance. Assignments will be provided when the child returns to school. The [2023-2024 CPS Calendar](#) is provided at the beginning of the school year to help with planning vacations during school holidays.

Building Rules

Students may only be in the building when there is supervision. Any students arriving early to work with a teacher must have a pass. Students sign in at the security desk.

Enter through the main entrance only, which is located at the southeast corner of the building. Entering through the front doors helps ensure student safety. Do not open doors for outsiders.

Parents, volunteers, and all other visitors must check in at the security desk for a Visitor's Pass. This is essential for school safety and also reassures students that an adult in the building is supposed to be there. If the security desk is temporarily unattended, go directly to the office.

The hallways are quiet spaces. Students, parents, and staff are expected to remain quiet in the hallways to avoid disrupting learning.

No cell phone conversations are permitted in the hallways or stairwells. This includes the ground floor hallway near the security desk. Please respect the children's learning environment.

Dogs & other pets are not permitted on school property. This includes before and after school. Please understand that this is a safety issue. Do not bring your pet to drop-off/ pickup.

Visiting School

Our classroom instructional time is precious, and our first responsibility is to ensure that each and every moment of teaching time is devoted to the students. It is equally important to maintain the safety and security of our school. While we welcome parents in the school, our parent and visitor policies are designed to protect instructional time and preserve school safety.

Any parent or visitor coming to the school for any reason must enter through the main doors and stop at the security desk to sign in and obtain a pass.

All parent volunteers and visitors must wear a visitor's pass on the upper torso at all times. This is essential for school safety and also reassures students that an adult in the building is supposed to be there.

If you are dropping off something for your child, leave it with the security guard. If the security desk is temporarily unattended, go to the office. You may not go directly to a classroom. This is to preserve building safety and minimize classroom interruptions.

Student Rules

Sabin Student Code of Conduct ([Code of Conduct](#)) These rules help everyone at Sabin learn and be safe. At Sabin, adults and students work together to build a culture of learning. Our rules and procedures create an environment that is peaceful, productive, and respectful so that everyone can stay focused on our shared purpose.

Arrival and Entry

You may be dropped off on the playground beginning at 8:45 a.m. but not before.

The playground is crowded during morning drop-off. You may not throw balls of any kind during morning recess.

Arrive by 8:45 a.m. each day. Being on time is important to your learning and to the learning of your whole class.

When the bell rings at 8:55, line up quietly with your class to set the tone for the day. Enter the building silently.

Proceed to the classroom at a Level 0 Voice Level, be calm and in an efficient manner.

Organize your materials, supplies, and homework quickly and quietly. Be prepared and ready to learn.

If you have permission to meet with a teacher before school, you must have a pass and sign in at the security desk.

Learning Time

Participate actively in classroom discussions and activities. Contribute positively to the learning environment.

Be productive, purposeful, and focused on learning.

Respect and value the contributions of others, and respect individual differences. Be friendly and inclusive.

Seek ways to help, support, and encourage others.

Take responsibility for your own learning. Always do your best. Challenge yourself to continue learning and improving.

Lines, Hallways and Stairs

The hallways are quiet learning spaces. Voice levels in the hallway are 0, silence is golden.

Respect the learning of others by being silent in the hallway.

If you are leaving the classroom for any reason, your teacher will send you with a partner and a pass.

Line up using voice level 0, silence is golden for all transitions. Be silent when leaving the room.

Lines must begin within the room, not in the doorway or spilling into the hallway. Transition to and from various locations quickly and quietly.

While in line, stay near the railing in stair wells so others may pass safely through the middle. Walk, don't run.

Dismissal

Organize materials and homework assignments efficiently.

Leave the classroom in two quiet, orderly lines at Level 0, silence is golden.

Maintain a respectful attitude when leaving the building and entering the neighborhood. Use caution when crossing streets or alleys.

If you are staying late to work with a teacher, you must either wait in the office or stay with that teacher during dismissal. You may not wait in the classroom, hall or office without supervision.

School Wide Rules

Take care of our school. Keep Sabin clean and treat the school, materials, and equipment with care and respect. Show respect to all students and adults. Follow adult direction at all times. Do not chew gum. Follow the school dress code. Academic honesty is critical. Plagiarism and cheating are unacceptable. Follow the Chicago Public Schools Student Code of Conduct. Students in grades 5-8 will have a locker contract.

Safety Drills

At Sabin, we take significant safety precautions every day to protect our community. Specifically, we have the following safety measures in place to prevent potentially dangerous situations, and procedures established to keep your child safe during an emergency.

- All external doors are locked at all times. There is one main entrance to the building, which is monitored by security cameras and our school security guard. All guests are required to sign in and proceed to the main office of the school.
- Chicago Public Schools utilizes the [Emergency Planning & Crisis Codes](#) to alert school occupants in emergency situations. It can be viewed here (PDF). Sabin students will practice the procedures for responding in each emergency situation. In the case of an evacuation, the pre-determined relocation site for Sabin is De Diego Elementary, 1313 N Claremont Ave, Chicago, IL 60622. More information regarding the [Chicago Public School Reunification Plan](#) can be viewed here (PDF).

Files:

- [Emergency Planning Crisis Codes.pdf](#)
- [Parent Child Reunification.pdf](#)

Dress Code

To support safety, student clothing at school should be modest and not distracting.

Skirts, dresses and shorts cannot be more than two inches above the knee.

Underclothing must be covered, even when bending. Shirts must cover the stomach, even when stretching. When one raises both arms, the shirt should cover the mid-section.

Head coverings can not be worn including hats and the hoodie on a sweatshirt while in school unless this is for religious observance. No clothing with inappropriate language, phrases, or designs should be worn.

Avoid spaghetti strap, halter top shirts or sleeveless shirts or dresses. Remember, in an emergency, the more you have covered raises the chance of fewer injuries.

Students are not allowed to wear flip-flops. In an emergency, we want to make sure everyone can move swiftly and safely.

Earrings should not dangle more than two inches when possible.

No gang related symbols, jewelry, or adaptations of clothing.

As a courtesy to those with allergies or asthma, refrain from wearing excessive perfume, cologne, or body spray.

If a student does not adhere to the dress code, we will 1, call home to request other clothes; 2, ask the student to wear alternate clothing provided by the office.

Cell Phone and Personal Electronic Device Policy

Students may not use cell phones or personal electronics in the school building at any time. This includes before, during, and after school. The only exception is for students who need to call parents after school regarding pick-up; those calls must be made in the school office or at the security desk. Students may not use personal electronics at morning or mid-day at recess.

While at school, student cell phones and/or electronics must be turned off and in the student's backpack or locker. The school is not responsible for lost or stolen cell phones, iPhones, iPods, iPads, or electronics. If students violate these rules, the cell phone or electronic device will be taken and held in the office until a parent comes to pick it up. This policy applies to all personal electronics, including (but not limited to): cell phones, iPods/mp3 players/ iPads electronic games.

Personal laptops, tablet computers, or e-readers may only be used at school with special permission from the office.

Rules for Student Technology Use

The computers and network at Sabin are for school purposes only. Use the school computers only for learning or other school-related activities, with adult permission. No personal or recreational use of computers is allowed at school. Computer games are not permitted. You may not access your personal email account or other online accounts from the school network. Any communication tool (email, discussion areas, blogs, etc.) provided by the school is to be used only for learning. You may not use school accounts for personal or recreational purposes. Be responsible. You must report any abuse or misuse of school computers or the Internet. Follow adult direction and classroom rules. When using technology, remain engaged in learning. Access to technology is a privilege that will be revoked if misused. Unless directed by a teacher, do not change any settings, install software, or download anything on school computers.

All technology use must be respectful and appropriate.

Use respectful, school-appropriate language in all online communication. Do not threaten or make fun of anyone.

Keep your information private.

Do not share your last name, address, phone number, or other identifying information. Do not post your name with your picture. Do not share your password or student ID number with ANYONE other than your teacher and your parents.

The computers and iPads at Sabin are monitored.

Remember that CPS may view or read anything you do on school computers/iPads or school- provided accounts. They may search your accounts even if you are absent from school.

If you are using personal flash drives or portable hard drives on school equipment, CPS has the right to search those devices for security reasons.

Respect copyright laws and do not plagiarize.

Do not copy the work of others and put your name on it. Paraphrase or quote as instructed by your teacher. Give credit to the original author or artist if you are using information, images, or media created by others. Do not publish work online that contains images copyrighted by others.

Handle technology carefully and appropriately.

Always treat technology with care and follow classroom rules for doing so.

Consequences of inappropriate use

Depending on the circumstances, consequences may include a phone conference with parents, loss of computer privileges, a principal conference, an in-school or out of school suspension, reimbursement for repairs or replacement of equipment or police intervention (for serious abuse, illegal activity, harassment, or bullying).

Nutrition and Wellness

Breakfast and Lunch

All students can participate in Sabin's Grab & Go breakfast as students enter the building. Students have a 60 minute period for lunch and recess. Students may not bring candy or soda to lunch. Due to allergy risk, food may not be traded or shared. All lunches sent on field trips must be peanut and tree nut free. If permitted by the classroom teacher, snacks must be fruits or vegetables only.

Students must take personal responsibility for lunchroom cleanliness and show cooperation and respect toward lunchroom staff. We maintain inside voices at lunch so everyone can enjoy a calm, relaxed meal.

Students transition silently between lunch and recess so classrooms can continue learning without disruption.

Food in the Classroom Policy

Fruits or Vegetables and water only!

Due to administration and parent concerns about child nutrition and the impact of food related allergies on the health and safety of our students, Sabin has created the following policy to limit the presence of food in the classroom. It is anticipated that this policy may need to be reviewed and updated on a regular basis. This policy does not intend to restrict lunches brought by students for their individual consumption in the cafeteria during the lunch period.

I. Except as provided below, all student parties and celebrations during the regular school day shall be food free. This policy specifically prohibits homemade or store bought foods for birthday, holiday, or similar celebrations.

II. Per the recommendations by the Illinois State Board of Education, food shall not be used as a reward for academic performance or behavior.

III. Schools shall maintain appropriate grade level activities and programs to discuss issues such as hand washing, sharing of foods, and food allergies. Per ISBE and CPS policy, staff are to receive training on food allergies and emergency action procedures every two years.

IV. Per ISBE's recommendations, if students are to eat lunch off the school campus on field trip days, those lunches are to be peanut and tree nut free. Tree nuts include almonds, walnuts, cashews, pine nuts, pistachios, pecans, Brazil nuts, chestnuts, hazelnuts/filberts, and macadamia nuts. Products that are processed in a facility that processes nuts are not restricted and can be brought on field trips.

Birthdays

No food or treats are permitted for classroom celebrations. Consider for your child's birthday fruit snacks and 100% juice products or water. We invite you to celebrate by donating a book to the class. The book will be marked with a special birthday nameplate and become part of the classroom library.

Personal invitations to parties or other special events outside of school may not be distributed during the school day. Distributing invitations interferes with learning, especially when some students receive invitations and others do not.

Sending Money to School

When you send money to school, please be sure to send in a sealed envelope. On the envelope, write your child's name, room number, and the purpose of the fee or funds. If you are sending a large amount of money for a fundraiser, please personally bring it to the office (See Mrs. Sonia Sanchez).

Field Trips

Please observe all deadlines for submitting Field Trip money. Money must be collected in advance of the trip and deposited so the office can prepare a check for the venue and/or bus company. Students who miss the deadline for submitting money and permission slips may be unable to participate.

Social / Emotional Programs

In accordance with the Chicago Public Schools Board Policy, Sabin will work to "create a learning environment...where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals." The Board asks every Chicago Public School student, with the support of their parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

In addition to following the board policy, Sabin works to build a supportive and caring environment with a number of programs and procedures. Every class creates a compact at the beginning of the year with the classroom expectations.

Grades PK-5 hold classroom meetings to build positive culture. Middle school students use Second Step and peer conferencing sessions to mediate ongoing student conflicts.

Parent Organizations and Committees

Bilingual Advisory Committee (BAC)

The Bilingual Advisory Committee is a group of parents who have children enrolled in the bilingual program at Sabin. It serves as a liaison between parents and the school administration. At monthly BAC meetings, parents are able to participate in school activities even though their first language may not be English and discuss issues and concerns about their children in the bilingual program.

The committee also sponsors guest speakers who speak to parents in their native language about a variety of issues. Meetings are held monthly in the field house behind the school.

Local School Council (LSC)

Local School Councils were established many years ago as part of school reform in Chicago to provide a measure of local control for each school. The LSC is similar to a board of directors in that its focus is policy and not day to day management of the school. The primary responsibilities of the LSC are: principal evaluation and selection; helping write and revise the Continuous Improvement Work Plan (CIWP); approving the school's budget; and advising on school policies.

The LSC consists of 12 voting members: the Principal, 6 parent representatives, 2 teacher representatives, 1 non-teaching staff and 2 community representatives (who live in the attendance area and do not have children in the school). The parent and community representatives are publicly elected to two year terms by parents and members of the community. Teachers and other staff members are chosen by a poll of the faculty.

The LSC meets once a month in person at Sabin. The meeting agenda is posted on the main door of the school 48 hours prior to the meeting; any change to the meeting time will also be posted. All meetings are open to the public, and parents and others are welcome to attend. LSC meeting agendas always provide an opportunity for public comments and questions.

Parent Volunteers <https://chicagopublicschools.civicore.com/>

I. Volunteer Categories:

A. Level I Volunteer. A Level I Volunteer is:

1. A parent providing volunteer service in their child's school or classroom for 10 or more hours/week;
2. An individual providing volunteer service for 5 or more hours/week at a school where s/he does not have a child enrolled;
3. Any individual chaperoning an overnight school-sponsored trip, regardless of the hours/week that the volunteer serves (See also the Student Travel Policy);
4. Any individual serving in a coaching capacity, regardless of the hours/week that the volunteer serves;
5. Any individual serving as a student teacher, pre-service teacher, pre-service clinician, or other pre service practicum assignment regardless of the hours/week that the volunteer serves;
6. Any individual serving as a One-on-One tutor or mentor, regardless of the hours/week that the volunteer serves and regardless of the setting, whether online or in person;

7. Any individual providing volunteer service with students when such service may occur in an unsupervised setting, regardless of the hours/week that the volunteer serves;
8. Any individual providing volunteer service for a program where the program's funding agency requires criminal record clearance, regardless of the hours/week that the volunteer serves; or
9. Any individual providing services to a school through an organization that is not charging the school for such services, and who is not otherwise subject to a criminal background check requirement found in a Board contract with said organization, except as specified in section I.B.3 below.

B. Level II Volunteer. A Level II Volunteer is:

1. A parent providing supervised volunteer service in their child's school or classroom for less than 10 hours/week.
2. Any individual providing volunteer service for less than 5 hours/week at a school where s/he does not have a child enrolled;
3. An individual providing one-day volunteer service with no ongoing individualized interaction with a student(s) including those who speak at a class/assembly, judge academic competitions, give musical performance, participate in the "Principal for a Day" program, job-shadowing event, corporate philanthropic event, organized community service event or other one-time event provided there is direct supervision of the activity/event by regular school employees;
4. A parent accompanying his/her child's class on a one-day field trip or another type of extracurricular activity that does not involve an overnight stay; or
5. An individual providing volunteer service on projects/activities involving no or nominal contact with children (home-based volunteer activities, volunteers serving at Central or Network office).

II. Principal Responsibilities:

A. For Level I and II Volunteers: The principal shall be responsible for all volunteers associated with their school, including those providing services outside of regular school hours.

1. The principal is responsible for reviewing volunteer application forms from eligible prospective volunteers, completing an interview, as necessary, with the prospective volunteer or his/her sponsoring corporation or other organization and determining whether to recommend the individual for volunteer service to FACE2. Decisions about recommending volunteers shall be made based on the needs and best interests of the school as determined by the principal. Each year, before any volunteer is permitted to provide services, the principal must require the volunteer candidate, including volunteers providing services under the sponsorship of a corporation or other organization, to complete an application through FACE2 and must not permit the prospective volunteer to perform any services until FACE2 has approved the prospective volunteer for service.
2. Before allowing volunteers to perform services, Principals shall develop a schedule for every volunteer and, when services are performed, require all volunteers to record their start and end time each day of service.
3. Principals must ensure that all volunteers are properly supervised and, with respect to Level II volunteers, are in line of sight of their supervisor.
4. Principals have an ongoing responsibility to monitor the volunteers' activities once they've been approved and to ensure they are performing duties consistent with their Level I or Level II status.
5. If a principal would like an approved Level II volunteer to perform Level I volunteer services, the principal must first re-submit the volunteer to FACE2 to complete the Level I registration process. The principal shall ensure the volunteer does not provide Level I services until such time as the individual receives approved Level I status from FACE2.

6. Until such time as the Office of Safety and Security establishes a volunteer photo ID program, the principal shall establish a process to visibly identify individuals who are approved school volunteers (e.g. sticker badge). The principal shall ensure the volunteer wears the identification during the course of their volunteer service.
7. The Principal shall ensure that their approved volunteers complete the mandated volunteer training requirements established by the Chief Executive Officer or designee.

B. For Level II Volunteers: The principal must ensure that all Level II Volunteers are supervised by a responsible full-time school employee(s) who has the volunteer in his/her line of sight at all times and does not exceed the maximum number of hours or perform services above and beyond that of a Level II volunteer.

C. Limits on Delegation: The principal may delegate the principal responsibilities identified in this policy only to a responsible Assistant Principal or licensed teacher and only if the principal establishes accountability measures to ensure the requirements of this policy are satisfied with fidelity.

III. Office of Family and Community Engagement in Education (FACE2) Responsibilities:

A. For every volunteer application that is received, FACE2 must:

1. Confirm with the principal the type and nature of services the prospective volunteer will perform and the number of hours the volunteer will be providing said services to the school, including those hours and services performed outside of regular school hours;
2. Request that the Office of Safety and Security perform a search to determine whether the volunteer applicant appears in any of the following Registries:
 - (a) Nationwide Sex Offender Registry
 - (b) Illinois Sex Offender Registry
 - (c) Illinois Violent Offender and Murderer Against Youth Registry; and
3. Request that the Office of Safety and Security perform a search to determine whether the volunteer applicant has been designated as ineligible for CPS re-hire (“DNH”).

B. For Level I Volunteer applicants, FACE2 must:

1. Inform the prospective volunteer that they must submit to a fingerprint-based background check through the Office of Safety and Security, which includes a criminal history check, a CPS employment history check, and check on finding of child abuse and neglect from the Department of Children and Family Services;
2. Inform the principal and prospective volunteer in writing whether the prospective volunteer has cleared the requisite checks and is approved to volunteer; and
3. Specify the services the volunteer is approved to perform and the number of hours the volunteer is approved to perform said services.

C. For Level II Volunteer applicants, FACE2 must:

1. Inform the principal and volunteer candidate in writing whether the prospective volunteer has cleared the requisite checks and is approved to volunteer; and
2. Specify the services the volunteer is approved to perform and the number of hours the volunteer is approved to perform said services.

IV. Volunteer Application: Prospective volunteers must register with FACE2 by

completing the required CPS volunteer application forms and satisfying the requirements of the applicant review process each year. Registration is valid for one year only. All volunteers must disclose whether they have been convicted of any criminal offense enumerated in 105 ILCS 5/34-18.5(c). Misrepresentation on any of the application forms or during the review process may result in immediate disqualification of a prospective volunteer.

An individual shall be deemed ineligible to volunteer if s/he has been:

- A. convicted of any criminal offense enumerated in 105 ILCS 5/34-18.5(c) of the Illinois School Code (“Enumerated Offense”);
- B. convicted of an offense that requires him/her to appear on a sex offender registry in any jurisdiction; or
- C. designated as ineligible for rehire by CPS.

An individual with an indicated finding from the Department of Children and Family Services or with a criminal offense that does not per se exclude them from volunteer service may be deemed ineligible to volunteer as determined by the Chief Executive Officer or designee.

V. Criminal Background Check: As part of the review process, the prospective volunteer shall comply with the following criminal background check requirements:

- A. A fingerprint criminal background check is required for all Level I Volunteers.
- B. A fingerprint criminal background check is not required for Level II Volunteers, however a principal or the Office of Safety and Security may require a Level II Volunteer to submit to a fingerprint-based criminal background check.

To the extent any other Board rule, policy, contract or grant obligation requires an individual to submit to a criminal background check, this policy shall not be construed to limit or nullify such other requirement. Nothing herein prohibits the Chief Executive Officer or designee from requiring a criminal background check as needed to verify an individual’s qualifications to serve as a volunteer or to require a volunteer to complete an additional criminal background check. Nothing herein prohibits the Chief Executive Officer or designee from establishing a modified volunteer application and review process for any district-wide initiative that requires volunteer support.

VI. Guidelines: The Chief Executive Officer or designee shall issue guidelines for the effective implementation of this policy including forms, timelines and protocols for volunteer applications, applicant review and completion of background checks. The guidelines may also include: (i) requirements for continuous volunteers to submit updated application forms or submit to a new background check, (ii) requirements for mandatory volunteer training, (iii) standards or restrictions regarding volunteer age or experience, (iv) standards and procedures for the revocation of a volunteer’s approved status, (v) any volunteer health exam(s) requirements, and (vi) any other requirements necessary to ensure the proper oversight of CPS volunteers.

SABIN DUAL LANGUAGE MAGNET SCHOOL
Student Handbook Confirmation Form 2023-2024

Student Name: _____

Teacher: _____

Parent Name: _____

HR# _____

Please initial after you have reviewed each component of the handbook.

Parent Initials	Student Initials (Grades 3-8 only)	
		I understand the start time and attendance policy and will make sure I am in line outside at 8:55am so I can enter the building with my class at 9:00am every day.
		I understand the cell phone policy.
		I understand the discipline policy and will support the school in creating a respectful environment. .
		I understand the food policy.
		I understand the uniform policy and will make sure I am dressed appropriately everyday.
		I have reviewed 2023-2024 CPS Calendar and will work to schedule vacations during breaks. We will work to be present at school at least 96% of the days.

Thank you for your partnership in creating a safe, orderly and respectful environment for all members of our community.

SABIN DUAL LANGUAGE MAGNET SCHOOL
Formulario de confirmación del Manual Estudiantil 2023-2024

Nombre del estudiante: _____ Nombre del maestro/a _____

Nombre del padre: _____ # de Salón: _____

Favor de escribir sus iniciales después de haber revisado cada componente del manual.

Iniciales de los Padres	Iniciales de los estudiantes (3-8 Grado)	
		Yo entiendo la hora de inicio y la política de asistencia y me aseguraré de estar en la escuela listo para aprender a las 9:00 a.m. todos los días.
		Yo entiendo la política del teléfono celular.
		Yo entiendo la política de disciplina y apoyaré a la escuela en la creación de un ambiente de respeto.
		Yo entiendo la política alimentaria.
		Yo entiendo la política del uniforme y me aseguraré de estar vestido apropiadamente todos los días que se requiera.
		He revisado las fechas importantes del 2023-2024 CPS Calendar y trabajaré para programar las vacaciones durante los descansos.

Gracias por su colaboración en crear un ambiente seguro, ordenado y respetuoso para todos los miembros de nuestra comunidad.