



Mundelein Elementary School District 75

**Carl Sandburg Middle School
2016 – 2017**

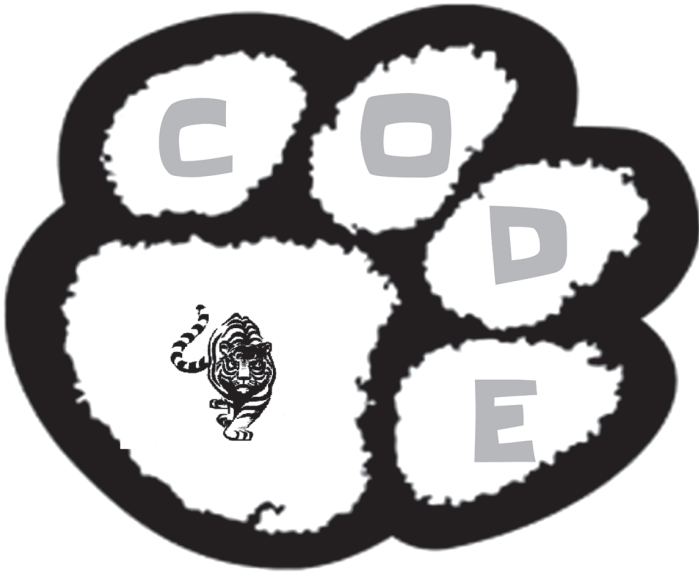
Parent/Student Handbook

“Tomorrow belongs to the Children”

- Carl Sandburg

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Community

Ownership

Discovery

Effort

**Committed to Success,
prepared for a future of possibilities**

Carl Sandburg Middle School
855 W. Hawley Street, Mundelein, Illinois 60060

www.d75.org

Mark R. Pilut, Principal

Camron Nystrom, Assistant Principal

Secretaries

Mrs. Leslie Cartland & Mrs. Kathy Weiler

Registrar: Jennifer Menary

General Information: 847-949-2707

Attendance: 847-949-2707 option 3

Fax: 847-949-2716

2016 - 2017 Sandburg School Calendar - At a Glance

August 15th	First Day of School for Students – Full Day of School
September 5th	Labor Day - No School
September 26th	Early Release
October 10th	Columbus Day - No School
October 11th & 12th	No School
October 20th	Full day of school. Evening Parent/Teacher Conferences
October 21st	Parent/Teacher Conferences - No School
October 24th	Early Release Day
November 23rd - 25th	Thanksgiving Break - No School
November 28th	Early Release Day
December 12th	Early Release Day
December 19th - 31st	Winter Break - No School
January 2nd	Winter Break - No School
January 3rd	Teacher Institute Day - No School for Students
January 16th	Martin Luther King's Birthday - No School
January 30th	Early Release Day
February 16th	Full day of school. Evening Parent/Teacher Conferences
February 17th	No School
February 20th	President's Day - No School for Students
February 21st	Teacher Institute - No School for Students
March 6th	No School - <i>Unless an emergency day is needed</i>
March 20th	Early Release Day
March 27th - 31st	Spring Break - No School
April 24th	Early Release Day
May 8th	Early Release Day
May 26th	Last Day - ½ Day of School - Early Release Day <i>if no emergency days are used</i>

Note: 8th Grade Promotion will be held the last day of school.

Please refer to the next page for school office hours and class schedules.

School Schedules

School Office Hours

The school office is open from 7:00 a.m. to 3:30 p.m. each day school is in session.

Daily Schedule

Students may enter the building at the 7:40 a.m. bell to go to their lockers. The first period begins at 7:45 a.m. School ends after the final bell at 2:41 p.m. Students remaining in the building after 2:45 p.m. must be under the supervision of a staff member.

Schedules

Homeroom

M. T. TH. F.

<u>Homeroom</u>	7:45 a.m. - 7:55 a.m.	10 Minutes
1st period	7:58 a.m. - 8:42 a.m.	44 Minutes
2nd period	8:45 a.m. - 9:29 a.m.	44 Minutes
3rd period	9:32 a.m. - 10:16 a.m.	44 Minutes
4th period	10:19 a.m. - 11:03 a.m.	44 Minutes
5th period		
(6 lunch)	11:03 a.m. - 11:33 a.m.	30 Minutes
(7 & 8)	11:06 a.m. - 11:50 a.m.	44 Minutes
<u>6th period</u>		
(6)	11:36 a.m. - 12:20 p.m.	44 Minutes
(7)	11:53 a.m. - 12:37 p.m.	44 Minutes
(8 lunch)	11:50 a.m. - 12:20 p.m.	30 Minutes
<u>7th period</u>		
(6 & 8)	12:23 p.m. - 1:07 p.m.	44 Minutes
(7 lunch)	12:37 p.m. - 1:07 p.m.	30 Minutes
8th period	1:10 p.m. - 1:54 p.m.	44 Minutes
9th period	1:57 p.m. - 2:41 p.m.	44 Minutes

End of Day Homeroom

<u>Homeroom</u>	7:45 a.m. - 7:53 a.m.	8 Minutes
1st period	7:56 a.m. - 8:37 a.m.	41 Minutes
2nd period	8:40 a.m. - 9:21 a.m.	41 Minutes
3rd period	9:24 a.m. - 10:05 a.m.	41 Minutes
4th period	10:08 a.m. - 10:49 a.m.	41 Minutes
5th period		
(6 lunch)	10:52 a.m. - 11:22 a.m.	30 Minutes
(7 & 8)	10:52 a.m. - 11:33 a.m.	41 Minutes
<u>6th period</u>		
(6)	11:25 a.m. - 12:06 p.m.	41 Minutes
(7)	11:36 a.m. - 12:17 p.m.	41 Minutes
(8 lunch)	11:36 a.m. - 12:06 p.m.	30 Minutes
<u>7th period</u>		
(6 & 8)	12:09 p.m. - 12:50 p.m.	41 Minutes
(7 lunch)	12:20 p.m. - 12:50 p.m.	30 Minutes
8th period	12:53 p.m. - 1:34 p.m.	41 Minutes
9th period	1:37 p.m. - 2:18 p.m.	41 Minutes
<u>Homeroom</u>	2:21 p.m. - 2:41 p.m.	20 Minutes

School Schedules

Schedules (continued)

Advisory Schedule

<u>Homeroom/Adv.</u>	7:45 a.m. - 8:16 a.m.	31 Minutes
1st period	8:19 a.m. - 9:00 a.m.	41 Minutes
2nd period	9:03 a.m. - 9:44 a.m.	41 Minutes
3rd period	9:47 a.m. - 10:28 a.m.	41 Minutes
4th period	10:31 a.m. - 11:12 a.m.	41 Minutes
5th period		
(6 lunch)	11:15 a.m. - 11:45 a.m.	30 Minutes
(7 & 8)	11:15 a.m. - 11:56 a.m.	41 Minutes
<u>6th period</u>		
(6)	11:48 a.m. - 12:29 p.m.	41 Minutes
(7)	11:59 a.m. - 12:40 p.m.	41 Minutes
(8 lunch)	11:59 a.m. - 12:29 p.m.	30 Minutes
<u>7th period</u>		
(6 & 8)	12:32 p.m. - 1:13 p.m.	41 Minutes
(7 lunch)	12:43 p.m. - 1:13 p.m.	30 Minutes
8th period	1:16 p.m. - 1:57 p.m.	41 Minutes
9th period	2:00 p.m. - 2:41 p.m.	41 Minutes

Early Release Schedule

<u>Homeroom</u>	7:45 a.m. - 7:53 a.m.	8 Minutes
1st period	7:56 a.m. - 8:30 a.m.	34 Minutes
2nd period	8:33 a.m. - 9:07 a.m.	34 Minutes
3rd period	9:10 a.m. - 9:44 a.m.	34 Minutes
4th period	9:47 a.m. - 10:21 a.m.	34 Minutes
5th period		
(6 lunch)	10:24 a.m. - 10:54 a.m.	30 Minutes
(7 & 8)	10:24 a.m. - 10:58 a.m.	34 Minutes
<u>6th period</u>		
(6)	10:57 a.m. - 11:31 a.m.	34 Minutes
(7)	11:01 a.m. - 11:35 a.m.	34 Minutes
(8 lunch)	11:01 a.m. - 11:31 a.m.	30 Minutes
<u>7th period</u>		
(6 & 8)	11:31 a.m. - 12:08 p.m.	34 Minutes
(7 lunch)	11:38 a.m. - 12:08 p.m.	30 Minutes
8th period	12:11 p.m. - 12:44 p.m.	34 Minutes
9th period	12:47 p.m. - 1:20 p.m.	33 Minutes

This handbook contains general information on school policies, discipline philosophy and procedures, curriculum, and athletic and activity programs. The information in this handbook is based on the most accurate information available at the time of publication. Please check school postings for changes during the school year. Full copies of all District and school policies and procedures are available in the Sandburg main office.

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School Procedures

ATTENDANCE POLICY (Board Policy 7:70, 7:80, & 7:90)

The District 75 Board of Education, administration and educational staff believe it is essential to attend school regularly in order to obtain the maximum benefits of a quality public education. The law holds parents and guardians responsible for daily attendance. Carl Sandburg Middle School staff and District 75 strongly discourages extended leaves of absence and vacations when school is in session. Student with non-illness related absences for more than 10 consecutive school days are dropped from enrollment and reported to Regional Superintendent of Schools. Parents must go through the registration process to re-enroll their child. Depending on school enrollment status, re-enrolled students may not have the same teacher(s) or schedule upon new registration.

This policy recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, counselor and administrators.

A. Student Attendance Responsibilities

1. Attend school each day and arrive on time.
2. If an absence occurs that is not school-related, follow these procedures:
 - a. Have your parent/guardian call the attendance office before 9:00 a.m. each day you are absent, voicemails can be left at all times.
 - b. Attendance office phone number is 847-949-2707 x6001
 - c. The phone call should include:
 - i. name of student
 - ii. reason for the absence
 - iii. phone number where the parent/guardian may be reached.
 - d. If a parent/guardian does not call or a signed note is not presented to the attendance office within three (3) school days after the absence, it will be treated as truancy.
 - e. Make up Missed Work
 - i. Talk to your teacher about making up required activities, classroom assignments, tests and quizzes
 - ii. **Consult your teacher or the teacher's website for homework information.**
 - iii. One day of make-up for each day absent is the typical rate, additional days can be arranged on an individual basis
 - iv. Extended Absences, please see section on "Homework Requests"
3. Student Sign-In/Out
 - a. Students must be signed in by a parent/guardian when arriving late to school.
 - b. Students must be signed out by a parent/guardian when leaving school early.
 - c. Students not following this procedure will receive an unexcused absence for the time missed. Failure to comply with the sign-in/sign-out policy will result in a student conference and disciplinary action.

B. Parent Attendance Responsibilities

1. Notify the attendance office by phone before 9:00 a.m. each day your child is absent from school, voicemails can be left at all times.
 - a. Attendance office phone number is 847-949-2707 x6001
 - b. Include the following information in your message or note:

D. Excused Absences / Excessive Absences:

Parents may call their students in absent for one of the valid reasons listed below up to four times during a trimester. After the fourth absence in one trimester period, parents must provide written documentation establishing the reason for their student's absence. Acceptable forms of written documentation are also listed below.

District 75 and the CSMS Staff and Administration understand parents feel anxiety when a child is sick. Our first concern is the illness. What is it? What causes it? What is the Treatment? After these questions have been answered and recovery is well on the way, the next concern is school. It is difficult to know when a child is fully recovered and may return to his/her daily routine. As a guideline keep your child home twenty-four hours after an elevated temperature has returned to normal. Children being treated with an antibiotic for strep throat or pink eye must be on medication for 24 hours before returning to school. Children must be kept home until they are free of vomiting and/or diarrhea for twenty-four hours.

Note: Absences that are valid and accompanied by supporting documentation are not counted toward the four days of absence. Counting of these days starts over at the beginning of each trimester.

EXCUSED absences are only issued for the following VALID reasons:

1. Illness. A doctor's certification will also be required for any absence due to illness when a student has accumulated four (4) or more days of absence during one trimester period.
2. Doctor/Dentist appointments, if verified by doctor's note/receipt specifying date and time.
3. Required court appearances verified by court documentation.
4. Observance of a religious holiday, parents must give written notice to the District five (5) days before anticipated absence (105 ILCS 5/26-2b)
5. Serious illness or death in the immediate family, or family emergency.
6. School-related activities such as field trips, music tours, or participation in athletic contests.
7. Scheduled family activity/extended planned absences, when parents provide written explanation for such absence at least one week in advance of the date of departure and such absence is approved by administration through the vacation form.
8. College visitation days of a sibling. Proof of visitations (literature or note signed and dated by the registrar or advisor) is to be presented to the attendance office upon return to school.
9. Emergencies as approved by the administration.
10. Such other circumstances which cause reasonable concern to the parent for the safety or health of the student. Parents seeking excusal of their student for this reason must provide written verification to administration.

Once the student has accumulated four excused absences **without supporting documentation**, the student's profile will be discussed during the next team meeting. Contact will be made with the parent by one or more of the following: Nurse, Guidance Counselor, Social Worker, or Administrator. The purpose of this contact is to ascertain the reason for the absence and the appropriate documentation or future absence will be considered 'Truant'.

The **fifth** and **subsequent** day of absence without a valid **EXCUSED ABSENCE** will be considered **Truant**.

E. Make-up Privileges

Work missed during an excused absence must be made up within one (1) school day for each day absent in order for credit to be earned, unless other arrangements are made with the classroom teacher. **It should be understood that some work, such as labs, oral presentations, class discussions, cannot be made up, and that a student's grade may, therefore, be affected.**

F. School-Sponsored Events Absences

Such absences are those due to field trips or other school sponsored activities. These absences will be excused providing the student has followed appropriate pre-excused procedures. Examples include, but are not limited to:

1. Field trips
2. School sponsored retreats
3. School activities
4. Career center activities
5. Co-curricular competitions and athletics

G. Unexcused Absences

All unauthorized absences are unexcused absences. Students can consult the teacher website for homework. Examples of unexcused absences include, but are not limited to:

1. Car trouble/unreliable transportation arrangements
2. Errands
3. Visiting
4. Oversleeping
5. Shopping
6. Hair appointments
7. Photography appointments
8. Needed at home
9. Missed the bus
10. Alarm did not work
11. Family vacations that are not pre-excused
12. Baby-sitting
13. Leaving campus without permission
14. Banking
15. No call or note from a parent turned into the attendance office within one day after each absence.
16. Failure to sign-in/sign-out in the attendance office will receive an unexcused absence from class.

H. Family Vacations

Family vacations are strongly discouraged during school time, since they are disruptive to the education process. Failure to follow the procedure listed below will result in the absences being unexcused.

Note: Vacation or travel requests will NOT be honored during state required achievement testing in the spring. Check the school calendar for specific testing dates.

1. Obtain the vacation absence form from the South office one week prior to the absence.
2. Have parent sign the form and list the date(s) of the absence(s).
3. Have the vacation absence form signed by each teacher.
4. Return the form to the attendance office to be verified, dated and signed.
5. Make up required activities, classroom assignments, tests and quizzes within one (1) school day for each day absent unless other arrangements are made with individual classroom teachers. **Making up work in advance of the pre-arranged absence is strongly advised. It should be understood that some work, such as labs, oral presentations, class discussions, etc. cannot be made up and that a student's grade may, therefore, be affected. It is the student's responsibility (not the teacher's) to see that all work is made up in the agreed upon time.**

I. Tardiness

Tardy to School

School starts at 7:45 am. At this time, the exterior doors will lock. All students reporting after this time will need to go through the South Office. If an entire bus is late, those students will be excused and released to class. All other students will receive a tardy pass and be coded as tardy (no matter the reason).

Accumulation of Tardies

Number	Administrative Action	Method of Notification
3	Notification of city ordinance violation	Letter mailed to parents
5	Detention	Parent Phone Call
7	In-School Suspension	Parent Phone Call

Tardy to Class

A student who is not in class when the bell rings is considered tardy. A student who is more than ten (10) minutes late to class and does not have a pass, will be considered unexcused. If a student is held after by a teacher, that teacher should issue a pass to the student for admission to the next class.

Note: Tardy interventions commence with each new trimester.

J. Homework Requests

Students and parents are to check teacher websites for the homework information. If there is something that needs to be picked up and the absence is more than two days long:

1. Parents should call the South Office, 847-949-2707
2. Homework should be picked up in the South Office between 3:00 and 3:30 pm.
3. If the parent fails to pick up homework more than **three (3) times** after requesting for it, the school may deny future homework requests.
4. Please call before coming in to verify there is something that needs to be picked up.

K. Release of Students

CSMS is a "Closed Campus." Teachers have been instructed not to excuse any child without a written or personal request from the parent or guardian or to permit any child to leave the school premises with an unidentified person. If you wish to take your child from school before the regular dismissal time, you must report to the South Office and sign the child out. The office

will request your child to come to the office to meet you and you may leave the building at that point. This is done to protect your child.

L. Truancy

Carl Sandburg Middle School requires all students to attend all classes daily. As a positive measure, classroom teachers, counselors, and administrators will work cooperatively to help each student understand the need for regular student attendance. A plan for communication involving the student, the home, and the school will promote the pattern of attendance that is effective and efficient for the student and the school. In cases where these positive measures prove ineffective, irregular attendance must be treated as a disciplinary matter. Students can expect to have after-school detentions, in-school suspensions, alternatives to suspensions and out of school suspensions imposed upon them as a consequence of truancy and unexcused absences from class.

School interventions for Truancy may include but are not limited to:

1. Parent contact by school personnel
2. Student referral to Student Services Team for intervention process.
3. Individual conference with student and Guidance Counselor/Social Worker/Nurse
4. Parent & student conference with Guidance Counselor/Social Worker/Nurse/Administrator
5. Disciplinary consequences as determined by Administration
 - a. Detentions
 - b. In-School Suspensions
 - c. Out-of-School Suspensions
 - d. Alternatives to Suspension
6. Referral to Mundelein Police Department which may include:
 - a. Citation for Violation of School Curfew Ordinance (9.25.010)
 - b. Court Referral
 - c. Other fees associated with citation & court costs
7. Referral to Lake County Regional Superintendents Office for Truancy (105 ILCS 5/26-2a)

M. Truancy Definitions

The School Board supports the principle that local school districts must have the responsibility for matters pertaining to student attendance. Further, the Board recognizes the following definitions: (105ILCS 5/26-2a)

Truant: A child subject to compulsory school attendance who is absent without valid cause from such attendance for a school day or portion thereof

Valid Cause: A child may be absent from school because of illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student as determined by the District Administration such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

Chronic or habitual truant: A child subject to compulsory school attendance who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days

Truant Minor: A child subject to compulsory school attendance who is absent without valid cause from such attendance for a school day or portion thereof

Truant: A child to whom supportive services, including prevention, diagnostic, intervention and remediation services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy or have been offered and refused.

Using the definitions cited, the school district shall determine if the student is a truant, chronic or habitual truant or a truant minor. The Superintendent shall direct the appropriate school district staff to develop diagnostic procedures to be used with the student who is a truant, chronic or habitual truant, or a truant minor. The diagnostic procedures may include but not be limited to counseling services to the student or student's parents/guardian, a health evaluation by the school nurse, use of peer groups and clinical evaluations by local and/or state agencies. The following supportive services may be offered to a student who is experiencing an attendance problem:

- Parent-teacher conferences
- Counseling services by social workers
- Counseling services by psychologists
- Psychological testing
- Alternative education programs
- Alternative school placement
- Community agency services

When the supportive services of the school district have been offered to the student and if these measures prove ineffective and the behavior persists, the Building Principal shall refer the student to the resources of the outside agencies such as the Juvenile Officer of the local police department or the Regional Office of Education. The School Board, Superintendent, school district administrators and teachers shall assist and furnish such information available to aid truant officer in the performance of their duties.

In accordance with The School Code of Illinois, no punitive action, including out of school suspensions, expulsions or court action shall be taken against a chronic truant for his or her truancy unless appropriate available supportive services and other school resources have been provided to the student.

Communication

Carl Sandburg Middle School offers several modes of communication for parents. The staff and administration will mail home letters and information at times; however, the best way to keep in touch with how and what your child is doing at school is through the Carl Sandburg Middle School Website and PowerSchool.

The Sandburg Website is www.d75.org. Through the website you can find:

1. Information updates about building activities
2. A calendar of all events
3. Teacher websites and learning resources
4. Newsletters
5. Access PowerSchool

Please sign up for the **Notify Me** service to receive automated updates and alerts as information is posted.

School Procedures

The PowerSchool parent portal is an online tool that allows parents to monitor their children’s academic progress, communicate with teachers, keep updated on activities, and stay apprised of important information about what’s happening at Sandburg. Parents receive their PowerSchool username and password at Curriculum Night each year. If you cannot attend Curriculum Night passwords are available for pick up in south office between 7:00am and 3:30pm after Curriculum Night.

Grading and Reporting at Carl Sandburg Middle School (Board Policy 6:28)

Carl Sandburg Middle School students receive three grades on their report card:

1. An achievement grade
2. A participation grade
3. A grade for being prepared.

The achievement grade is a summative mark given at the end of each trimester. It is a mark issued to summarize how well a student has demonstrated their understanding of concepts studied during the last 12-week trimester.

At the end of each trimester the student also receives a grade for being prepared and participation. The grades are based on the rubric below:

PREPARATION AND PARTICIPATION RUBRIC GRADES 6, 7, & 8

Category	Rating of F	Rating of C	Rating of B	Rating of A
Preparation: Be on time to class & prepared for class <ul style="list-style-type: none"> •Brings all necessary Materials to class •Completed all Homework or Assignments & Is ready to engage In classroom Discussion •Is on time for class 	<ul style="list-style-type: none"> •Rarely brings materials to class; goes to locker regularly to retrieve class items or does not have them. •Assignments are rarely turned in on time or at all; quality is poor. •Is late to class 8 or more times 	<ul style="list-style-type: none"> •Sometimes brings all materials to class, or regularly goes to locker to retrieve class items. •Assignments are turned in late or quality is inconsistent. •Is late to class 5-7 times. 	<ul style="list-style-type: none"> •Usually brings all class materials to class, but occasionally has to go to locker to retrieve an item. •Assignments are usually turned in on time and done well. •Is late to class 2 – 4 times. 	<ul style="list-style-type: none"> •Consistently brings all class materials or rarely has to go to locker to retrieve an item. •Assignments are consistently turned in on time, there are no missing assignments and assignments are done well.
Participation: Engages without disrupting the learning environment of others <ul style="list-style-type: none"> •Follows directions 1st time given •Adds positively to Class & group Discussions •Listens to others •Seeks extra help or Opportunities to Improve grade or Learning 	<ul style="list-style-type: none"> •Rarely on task does not respond to prompting. •Does not add to group or class discussion •Does not support the learning of others or is regularly distracting to others •No effort to explore ideas or demonstrate reflection on learning. • Does not show understanding of classroom expectations 	<ul style="list-style-type: none"> •Needs prompting to stay on task •Constructively adds to group or class discussions on an infrequent basis •Sometimes distracting to the learning of others •When directed will explore ideas and/or demonstrates reflection on material learned. • Shows basic understanding of classroom expectations 	<ul style="list-style-type: none"> •Usually on task may need a prompt to remain on task •Constructively adds to group or class discussions on a regular basis •Usually supports the learning of others •Usually seeks to explore ideas and/or demonstrate reflection on material learned. • Shows a strong understanding of classroom expectations 	<ul style="list-style-type: none"> •Always on task and works hard to complete task. •Constructively adds to group or class discussions on a high frequency •Always supports the learning of others •Continually seeks to explore ideas and/or demonstrates reflection on material learned • Shows an excellent understanding of classroom expectations.

All grading is done through PowerSchool. Teachers, on average, update academic classroom grades every two weeks. Carl Sandburg Middle School knows that communication between home and school is essential to a student’s successful education. In order to better communicate

student progress, Sandburg issues status reports throughout the trimester. Status reports are issued as listed below:

- 4th week status report mailed home to parents of students receiving a D or F in any class
- 6th week Mid-Trimester Status Report – Issued to every student. Teachers will conference with each student individually to discuss student progress
- 10th week status report mailed home to parents of students receiving a D or F in any class
- 12th week Trimester Report Card sent home with student

The status report is designed to inform students and parents of *current academic standing*. The grade on the status report is not a final grade and may change over the time period between it and the final trimester report card, according to a student’s work habits and learning progress. Please do not hesitate to call or email your child’s teacher for additional information or clarification of student progress.

Academic Eligibility for Participation in School Activities

A student’s first and foremost goal is academic success. For students demonstrating academic proficiency below their grade level, an Academic Acceleration plan will be developed. The acceleration plan may include but is not limited to Project Reach Services, after school homework club, summer school, extended school day, special homework, tutorial sessions, modified instructional materials or other modifications in the instructional program.

Sandburg offers students many after school programs to participate in, ranging from competitive athletics, to intramurals, to clubs, dances and year-end activities. Students must first be successful in their class work before participating in any after school activities. Any student at risk of failing their grade level will be placed on academic probation. Academic probation is based on a student’s grade, attendance and effort. Students on academic probation are prohibited from participating in all extra curricular activities including but not limited to dances, clubs, athletic events, etc... Academic probation is in effect the entire trimester. Hopefully, students will use the time as an opportunity to bring their grades up in order to once again participate in extra curricular activities.

At the end of the school year, each grade level has year-end activities for students. In order to participate in those activities, in addition to the state and District promotion requirements, students must also meet Sandburg’s academic expectations in the following 7 curricular areas:

- | | |
|--------------------|--|
| Language Arts | Science |
| Math | Social Science |
| Physical Education | Related Arts (AM and PM Rotation for all Grades) |

In order to participate in the end of the year activities a student cannot receive a cumulative failing grade in 2 or more curricular areas.

End of year activities for grades 6 & 7 include, but are not limited to the year-end field trip. 8th grade year end activities include, but are not limited to the 8th grade promotion dance, year end field trip, and promotion ceremony. Sandburg administration reserves the right to hold any student out of any activity for gross misconduct, multiple office referrals, as outlined in the Sandburg Parent/Student Handbook.

8th Grade Promotion

The 8th Grade Promotion activity is a ceremony that honors students for academic success. It is open to all 8th grade students who meet the requirements for recognition and promotion. Students will need to purchase a graduation gown. Sandburg will send out information prior to the ceremony regarding ordering gowns. Students must not receive a failing in grade in 2 or more subject areas. Sandburg administration reserves the right to hold any student out of the promotion activity for gross misconduct.

Academic Eligibility for Sports

Student on a school sport team must maintain a passing grade of C or higher in all classes to participate. All student-athletes must remain in good academic standing throughout the entire season of their respective sport. Any student/athlete receiving a grade lower than a C will be ineligible to participate in any form for one week. Students may be reinstated to participate after one week by providing the athletic director with a written release from the appropriate teacher stating their grade is a C or higher. For more information please refer to the Extracurricular Activity Section of the Student/Parent Handbook.

Bus Transportation Policy (Policy 4:110)

School District 75 will provide transportation for students who reside more than 1.2 miles from their assigned attendance center or live in an approved hazardous crossing area. In cases where students are granted a request to attend a school other than the assigned school, parents may apply for transportation along existing school bus routes. Otherwise, they are required to assume responsibility for their child's transportation. Busing is provided only from the child's approved bus stop and at the approved time, to the attendance center and back.

No drop-offs will be made except on established routes and designated bus stops. A note is required from the parent/guardian for a student to get off at a different stop or location. Notes should indicate the stop requested, and must be written, signed, and dated by the parent/guardian. Such exceptions will be permitted only on an occasional (one or two times a school year) or an emergency basis. Requests to ride a different bus will not be accepted.

If a bus has a sudden mechanical break down, or drivers are not available because of illness, etc., we shall attempt to notify you via the same radio stations mentioned under Inclement Weather in this handbook. In any case, should a bus be more than 15 minutes late for its morning pickup, it can assumed that there has been some emergency, and that you may have to make alternative transportation arrangements.

Students who live in an approved walking area for an attendance center, are not eligible for transportation services. With the exception of day care situations where the day care provider's residence or location meets the above requirements, students who live in an approved walking area may not choose to go to a designated bus stop in order to use the District's transportation services. Due to safety concerns, it must be stressed that this policy will be strictly enforced. Students are required to complete the appropriate bus registration form with the appropriate school, no unregistered child may ride the bus.

Bus Procedure

- If a student is riding a bus home, they need to report to the South Gym promptly after dismissal.
- Students are to wait in the South Gym in an area designated by their bus route letter.

- When the busses arrive, students will be loaded and the bus will be released.
- If the student is involved in a teacher-supervised after school activity & assigned to a regular bus route, they may ride the activity bus. This bus departs at 4:10pm Tuesday, Wednesday, and Thursday. **Note:** *This service does not typically run in the first two weeks or last two weeks of the school year.*

Bus Transportation Rules

Busing children to school sometimes leads to serious problems, often disciplinary in nature. The safety and lives of children and driver are at stake. Good behavior on and around the bus is of utmost importance. A bus driver cannot drive carefully if children are not following the District 75 rules for proper conduct as defined in Board policy 7:180, 7:190 and 7:220. Parents are expected to go over the rules with their children at the beginning of school and throughout the school year. Listed below are 5 rules posted in the District 75 school busses written for students to understand:

1. Stay seated
2. Use respectful language
3. Keep your hands and feet to yourself
4. Respect Property
5. Obey the driver at all times

Students who cause damage to property will be expected to pay for such damage. Additional safety procedures that should be observed:

1. Be at the stop 5-10 minutes early. Wait in a safe place, away from traffic.
2. AVOID horseplay and respect the property and privacy of others waiting for the bus.
3. Observe a 10 foot danger zone around the bus on all sides. (This could be defined as five giant steps by your child).
4. Stay at least 10 feet back until bus stops completely.
5. Board the bus in a single file line without shoving or pushing.
6. Do not chase a bus after it has pulled away and is moving. The driver can't see you.
7. To cross the street when boarding or leaving the school bus, walk at least 5 giant steps from the bus to the shoulder of the road and wait until given a signal by the driver that it is safe to cross the street.

Bus-Related Disciplinary Procedures (Board Policy 7:220)

In order that the safety of others not be endangered, certain disciplinary measures will be enforced for children not following the District 75 rules for proper bus conduct. It is important to remember all matters pertaining to discipline are dealt with in a consistent, equitable, and flexible manner. The following bus related disciplinary procedures are outlined below to provide a district wide expectation:

1. The first time a student breaks a rule the driver will warn the student.
2. The second time a student breaks a rule; the driver will write the student up on a bus disciplinary referral. All referrals are given to the building principal or designee.

As in all matters pertaining to discipline, two key words are “consistency” and “flexibility”. The above steps are outlined in order to have a district-wide, uniform pattern. This should help consistency. However, situations vary, and this is where flexibility applies.

School Procedures

Gross misconduct on the bus will not be tolerated, no warning is called for, and the principal may suspend a student from the bus and notify the parents, bus driver and the Student Services Coordinator.

Please recognize that although it is left to the Building Principal to decide the course of disciplinary action, the bus driver's recommendations will be taken into account. The bus driver is the person who ultimately has to bear the brunt of any incident on the bus, he also is the one to determine what behavior is hazardous, and to what extent it is so. A driver may also move a child's bus seat or assign a child to a seat if the need arises. (105 ILCS 5/10-20.14)

Videotaped Surveillance

Periodically to monitor student safety, the District may videotape students riding in the bus without advance notice to parents. The videotapes may be used to determine student responsibility for proper bus behavior. Riding the bus is a privilege. Inappropriate behavior noted on videotapes may result in disciplinary action.

Breakfast and Lunch Program

Sandburg offers a daily breakfast and lunch program. Students can purchase a complete breakfast for \$1.50 daily. Sandburg offers a daily full lunch with a choice of entrees for \$2.75. Parents may purchase weekly or monthly lunch tickets as well. Students may also use cash to purchase individual items, snacks or milk on a daily basis.

Gum

There is absolutely no gum allowed in school. Students caught chewing gum will be disciplined accordingly.

Locks/Lockers

Students will be assigned a hallway locker and combination lock. Seventh and eighth grade students will also be assigned a gym locker for a gym uniform and shoes. Students should keep all books and supplies in their locker and keep it locked. **Students are warned not to share their combination or locker with anyone.**

Lockers may be opened by school administrators if it is deemed necessary to protect the safety and well-being of students. If students lose the lock issued at the beginning of the year they must purchase a new lock for \$5.00 in the main office. Locks other than Sandburg issued locks are prohibited and will be cut off immediately.

Student Dress/Philosophy (Board Policy 7:160)

Carl Sandburg Middle School recognizes that the appearance of any young person is primarily the responsibility of his or her parents/legal guardians. However, it is a top priority of Carl Sandburg to maintain a safe and orderly environment, and an environment that promotes character development, as well as personal pride and self-worth. Our goal is to have student appearance that is not distracting to other students. Demonstrating appropriate dress will prepare students for the world of work that encompasses learning about social norms for appearance in a work environment. The guidelines listed below are not all inclusive and are meant as general standards to meet this philosophy.

Student Dress/Guidelines

To promote a healthy environment:

1. Outerwear is not to be worn in the school during school hours. This includes such garments as jackets, coats, backpacks, hats, sunglasses, etc. No scarves or bandanas.

2. Shoes must be worn at all times. Shoes with features that may damage school property or harm others are not allowed. No slippers.
3. For health reasons, clothing must be clean and without excessive amounts of holes or tears.
4. No aerosol colored hair spray (e.g., blue, green, purple, pink, etc.) is allowed. No spray perfume is allowed.

To promote a safe and drug-free environment:

5. Pants must be worn above the hips and not so long as to cause the student to trip when walking.
6. No clothing that promotes, advertises, or makes reference to taverns, alcohol, tobacco, or illegal substances such as drugs or inhalants may be worn. Items of clothing that include profanity, weapons, gang (as identified by our school and community) or satanic symbols, sexually suggestive phrases, pictures, and innuendoes will not be permitted at school or school-sponsored activities. This same standard will apply to the depiction of vulgar, obscene, violent, or antisocial behaviors. Any other attire, item, or insignia may be prohibited, even if it has not been so designated in this or any other statements of policy.

To promote character development/personal pride/skills for the world of work:

7. No swimsuits, bare midriff shirts, pajamas, or boxer shorts (above the pants so they are visible) may be worn at school.
8. Garments such as halter tops, bandanas, tube tops, off-shoulder or strapless designs, bare midriffs, tank tops, and low necklines are not permitted. Tops must extend down to lower garment (i.e., no bare skin between the two). Spandex, mesh fabrics, and transparent fabrics are examples of immodest attire and shall not be permitted. Sleeveless tops, spaghetti straps, and tank tops (unless a t-shirt is worn underneath) must have at least three-inch straps. (Think lasagna noodles.) Shorts and skirts need to be mid-thigh **or longer**. Cheerleaders, pom poms, athletes, and special clubs or organizations may be allowed to wear their uniforms on certain days of the school year.
9. Gym clothes may not be worn to class unless approved by the teacher or the school administration.

Consequences: Continued defiant and disrespectful behavior concerning this policy will be handled according to the following guidelines (no particular order):

- Student will be offered a garment to wear (if available) or wear a garment inside out, if possible.
- Call parent(s) to bring proper clothing.
- Wednesday detention.
- Assignment to in-school suspension
- Parent conference required to be readmitted.

Dance Attire

See student dress/guidelines.

Dances

- School dances are for the social enjoyment of all Sandburg students.
- Open only to currently registered students in good academic standing.
- There is a small admission charge for dances.

- Refreshments are typically sold.
- Friday evenings, 6:30-8:30pm.
- Students must attend at least one half of a school day on the day of a dance to attend.
- Students must have a completed parent permission slip to enter the dance.
- Students will not be released from the dance until 8:30 unless a parent personally picks them up at the MPR door.
- Dress Code applies as it does during the school day.

Technology

District 75 and Carl Sandburg Middle School believe technology enhances the education of students by changing the role of teachers from being the sole director of learning to partnering with students and facilitating the learning process. To do this, District 75 and Carl Sandburg Middle School implement a 1:1 Chromebook initiative, meaning that every student will receive a Chromebook. The goal of our 1:1 program is to provide universal, ubiquitous access for all students at Carl Sandburg Middle School. This ensures students have access to online instructional materials and tools to further their understanding of content and further personalize the way each student uses time, receives support to master essential skills, deepens understanding of content, and ability to share their new knowledge in unique ways.

Chromebooks meet the needs of current and future curriculum by:

- providing the ability to easily manage changing groups of students
- leveraging the extensive Google Apps for Education and other web based tools
- providing seamless tools for student collaboration using a consistent device
- delivering universal accessibility
- balancing affordability and durability unique to schools
- providing portability
- creating a seamless transition to 1:1 program at Mundelein High School
- providing tools for research and document creation

A Chromebook is a type of computer that runs on Chrome OS, an operating system that has multiple layers of security, built-in cloud storage, and the most popular Google products for education built-in. The devices are designed to be used primarily while connected to the Internet, with most applications and data residing in the cloud.

Please see the Carl Sandburg Middle School Chromebook Handbook for further information.

Access to Electronic Networks (Board Policy 6:235)

The District's technology resources are part of the educational curriculum and are not intended to be used as a public forum for general use.

Technology resources may include but are not limited to: the network, internet services, wireless services, computers, personal digital assistants, digital cameras or video recorders, cell phones, student interactive response systems, web pages, intranets, search tools, software and other similar devices, software or services. Access to these technology resources is a privilege, not a right. The Board of Education has a duty to ensure that the manner in which the technology resources are used does not conflict with the basic educational mission of the District. Use of the District's technology resources may be restricted in light of the maturity level of the students involved and the special characteristics of the school environment. Therefore, the District shall not permit the use of technology resources which:

- a. disrupts the proper and orderly operation of the district and discipline of the schools in the District;
- b. threatens the integrity or efficient operation of the District's computer network or technology resources;
- c. violates the rights of others;
- d. is socially inappropriate or inappropriate for a student's age or maturity level;
- e. is primarily intended as an immediate solicitation of funds;
- f. is illegal or for illegal purposes of any kind; or
- g. constitutes gross disobedience or misconduct.

The District shall also implement technology protection measures consistent with the Children's Internet Protection Act and its implementing regulations.

The Superintendent and Building administrators are authorized to implement this Policy and its Rules and Regulations, and to designate appropriate staff members to assist them in doing so. The Superintendent and Building administrators may also promulgate additional rules, regulations and other terms and conditions of technology resource use as may be necessary to ensure the safe, proper and efficient operation of the computer network, use of technology resources and the individual District schools.

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyber-bullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks and related equipment must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications & Web Sites Accessed or Distributed at School

Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of

the school or school activities;

2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

The distribution of non-school-sponsored written material shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the School District.

Accessing or distributing “at school” includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, texting sexting, creating, or publishing such material intending for it to be accessed or distributed at school.

Student-Created or Distributed Written or Electronic Material Including Blogs

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Student Surveys (Board Policy 7:15)

In the event a class or school conducts a behavioral survey which requires students to disclose personal information regarding substance use or personal relationships, a letter will be sent home in advance of the administration of any such survey notifying parents of the purpose and content of the survey as well as advising parents of their right to exclude their student from participation.

P.E. Uniforms

7th and 8th grade students are required to provide their P.E. uniforms. Uniforms must consist of the Carl Sandburg P.E. shirt and solid grey, white, or black shorts or sweat pants. The shirts can be purchased at Tiger sign-up from PTO, or the student may use a previous Sandburg P.E. shirt.

Personal Items

Students sometimes wish to bring items (cards, cell phones, radios, iPods, etc.) to school. These items are permitted only before and after school and/or school activities. The student assumes responsibility for these belongings. If brought or used inappropriately, these items may be held until the end of the school year.

Restricted Items

The use of spray colognes, hair spray, and perfumes are not permitted in the building at any time. Balloons and flowers are not permitted, nor are food deliveries for lunch parties. Laser pointers are strictly prohibited on school premises. Cell phones must be kept in student locker and not taken to classes. The use of skate boards and roller blades are prohibited on school

grounds before and after school. Finally, no personal electronic devices are allowed in school during the day, including lunch shifts.

Sexual Harassment/Bullying

Behavior which fosters disrespect for fellow students or staff and creates an intimidating or hostile environment will not be tolerated. Students who are victims of sexual harassment or bullying are strongly encouraged to report the incident to the Principal or if the Principal is involved, to report the incident to the assistant Principal, teacher, social worker or school counselor. Students may be asked to make their report in writing. The identity of the reporting party will remain confidential to every extent feasible. No individual will be subjected to retaliation for filing a complaint.

Every reported incident will be investigated and if evidence of harassment is found, appropriate disciplinary action will be taken which may include mandatory counseling, suspension, expulsion, or a referral to the police. See **Preventing Bullying Behavior** page 30 for further details.

Visitors

Visitors are welcome at any time to Sandburg. Security reasons require us to ask all visitors to report to the main office, receive a visitor badge, and sign in when entering and leaving the building. The only entrance to the building is through the main office doors at the south end of the building on California Street. Student visitors need prior written approval by the Principal, their parents (student's and student's visitors) and the student team of teachers.

Safety

The district web site: www.district75.org may be checked for weather closings or emergencies.

Abused and neglected child reporting

Any district employee who suspects or receives knowledge that a student may be an abused or neglected child shall immediately report such a case to the Illinois Department of Children and Family Services. All district employees working with students participate in training that specifically reviews the reporting requirements of the abused and neglected child reporting act.

Automatic electronic defibrillators (aed)

Aed's have been placed near each gymnasium in our schools. Principals and selected teachers have been trained in the proper use of the equipment.

Building security

All exterior doors of each school are kept locked during the school day. The main entrances are controlled by a buzzer system. All visitors, including parents and volunteers, are required to check in at the school office upon arrival. Visitors must wear identification badges while in schools.

Cell Phones (Policy 7:190)

All parent contact with students during the school day should be through the school office. If a parent wishes a student to have a cell phone, the phone must be turned off and kept in the student's backpack during school hours on school grounds. Cell phones and other electronic devices are prohibited in school bathrooms and locker rooms at all times. Any use of a cell phone during school hours, including but not limited to phone calls, text messages, or photography is not allowed. If a student uses a cell phone while at school, the phone will be confiscated and kept in the principal's office until a parent comes to the office to reclaim it. Exceptions:

- The use of the device is provided in a student's individualized education program (IEP).

- The device is needed in an emergency that threatens the safety of students, staff, or other individuals.
- The student participates in after school sponsored activities, usage may occur once the activity has ended.
- The use of the device is authorized by a CSMS staff member.

Convicted child sex offenders

Illinois law generally prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present (720 Ills 5/11-9.3). Principals regularly monitor information on sex offenders on the Lake County Sheriff's Office public website: www.co.lake.il.us/sheriff parents who are convicted sex offenders are restricted from attending school activities and picking up or dropping off their students from school.

All parent volunteers are screened with a criminal background check.

Crisis planning

District 75 maintains crisis plans for each of its schools. Annually, district officials meet with emergency responders, the fire and police departments to assure a coordinated response in the event of a crisis. Please refer to our special brochure, partners for safe schools, on our procedures for parents in the event of an emergency.

Each building has a crisis plan and a trained crisis team.

Conduct on School Property (Board Policy 8:30 & 8:40)

Visitors are welcome on school property, provided their presence will not be disruptive. The school district expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person shall injure, threaten, harass or intimidate a staff member, a school board member, sports official, coach or any other person.

Any staff member may request identification from any person on school grounds or in any school building; refusal to provide such information is a criminal act. The building principal or designee shall seek the removal of any person who refuses to provide requested identification. As circumstances warrant, the superintendent or designee shall take appropriate action to enforce this policy including requesting the person to immediately leave school property, contacting law enforcement, and seeking to deny future admission to school events or meetings according to provisions in board policy 8:40 spectator conduct at school events.

Drills: fire, tornado, lockdown and bus

Fire drills, tornado drills, and lockdown drills are conducted regularly to ensure that teachers and students understand the procedures. When the bell rings, students should go quietly, without talking, to the area designated for the particular room assigned at the time of the drill. These directions are posted in each room near the door. Class groups must stay together so the teacher can check roll.

Students will be kept at school during a tornado warning until the all-clear signal is given. If the warning comes at dismissal time, students will not be dismissed and school buses will not depart until an all clear is given.

A plan for taking shelter in case of a disaster, and an intruder alert has been developed for each of our schools. A list of these instructions is posted by the door in each room. Students should become familiar with these instructions and follow them exactly.

Safety

Bus evacuation drills are held regularly so students know to react in case of a bus accident while going to and from school or on a field trip.

Family emergency planning

Make a family safety plan! The following websites may be useful for families to plan for safety and emergencies:

- American Red Cross: www.redcross.org
- Homeland Security: www.whitehouse.gov/homeland
- Federal Emergency Management Agency: www.fema.org
- American Academy of Pediatrics family readiness kit: www.aap.org/family
- CDC pandemic flu: www.pandemicflu.org

Homeland security alert levels

The homeland security advisory system designed an advisory system to share information on the risk of terrorist activities. Below are the steps we will take in response to each level of alert for the Chicago area:

Orange alert (high condition)

- field trips to Chicago or places outside of our immediate area will be canceled.

Red alert (severe condition)

- outdoor recess will be canceled.
- physical education classes will remain inside.
- field trips will be canceled.
- a staff member will monitor the school entrance at all times.

Shelter in place

In the event of an emergency in the Chicago area, we will contact police to decide if we should keep students at school (shelter in place) or dismiss students as usual. If we determine it is safest to keep students at school, we will take the following steps:

- notify parents using the automated emergency calling system (be sure your phone number is always current!).
- notify the community through the emergency closing system which notifies all area media outlets so that announcements can be made on radio and tv.
- post information on our website (www.district75.org)
- release students only to parents or to the adult listed on the emergency contact form. Please bring identification so that we can verify that we are releasing the child to the proper person. You will be asked to sign a release. We ask that you wait patiently so that all children can be safely reconnected with their parents or guardians.

Evacuation

In the event we must evacuate a school, Carl Sandburg students will be moved to Mundelein High School. For safety reasons, Sandburg will not release students to parents until they are safely delivered MHS. If you wish to pick up your student, please go directly to Mundelein High School and be prepared to wait patiently while we process each student's safe release to the custody of their parents. Notification and student release procedures discussed above and under shelter in place will be followed for all students.

Information during emergencies

The police/fire department chief official or the superintendent will serve as the official spokesperson

in a crisis. Updated information will be made as available to the public as often as needed. Updated information will be reported using the automated calling system, the district's webpage (www.district75.org) and U.S. mail as appropriate. An information center will be set up at the district office for media releases.

We will use the automated calling system to notify parents of school closing and emergency services. (please note this system will not work with privacy manager or answering machines. It will work with voice mail.)

Please do not call the school! You will tie up phone lines needed by emergency personnel and administrators to respond to the crisis.

Inclement weather

At no time will students be sent home early because of inclement weather, without parents being notified. The district uses an automated emergency calling service to notify parents when school is closed because of extremely bad weather or any other emergency. Parents are responsible for reporting a change in phone number to the school office so that your number is current on the emergency call list. Generally, decisions concerning school closings will be made by 6:00 a.m. and posted on the district's website shortly thereafter.

School closings will also be announced during the early morning hours on the Chicago radio and TV stations. The schools should not be called to verify closing because staff members may not be available to answer your calls in extreme weather situations.

Parents are encouraged to become familiar with daily weather forecasts and to send children to school ready for weather conditions. Students are allowed the protection and cover of the buildings during severe weather.

Pandemic planning

We are working with the village of Mundelein and other Mundelein school districts to plan for a community response in the event of pandemic flu or bio-terrorism. There is no pandemic or bio-terrorism at this time. The Lake County Public Health Department and regional office of education have developed a county-wide response. Watch for more information on how to protect your family in the event of a pandemic.

Pesticide application procedures

District 75 does not regularly apply pesticides to school grounds. In the event pesticides will be used, twenty-four hour notice will be posted at the school. No activities will be scheduled on school grounds for twenty-four hours after the application of any treatment. No pesticides are used in school buildings.

What you can do to help!

- Report any unlocked door to the principal immediately. Be patient with the inconvenience locked doors present to you.
- Report directly to the school office when you enter a school, sign in and wear an identification badge. Please understand that you will be escorted to the office if you do not do so.
- Report any unusual or disturbing behavior at school or around school grounds immediately. Notify the principal during school hours or the Mundelein police after school hours.
- Talk to your children about the importance of safe schools. Be sure they know what to do in an emergency. Be sure they understand the importance of reporting a student who threatens harm to self or others. Be sure they know to tell an adult about unsafe touches.

Confidentiality will be maintained to the fullest extent possible.

- Remove guns from your home or put trigger locks on all guns kept in the home.
- Plan for childcare if school is closed during an emergency.
- Refrain from calling school in a crisis, which will tie up phone lines that will be needed for emergency use. Parents whose children are directly involved in a crisis will be contacted immediately. Be prepared to wait patiently while school official safely release students individually to parents or emergency contacts.
- Refrain from spreading rumors. Ask for the facts. Refrain from speaking to the media to avoid rumors and excessive disruptive coverage that distracts attention from meeting the needs of students and families.

Philosophy of Discipline

Our discipline rules are designed to protect the rights of all Sandburg citizens, both students and staff. These rights are:

1. The right to an education; teachers are free to teach and students are free to learn without being interrupted by inconsiderate or unruly behavior.
2. The right of property; the right to have our personal and school property taken care of and treated with respect.
3. The right of safety; freedom from physical or mental abuse or harassment such as name calling, intimidation, or ridicule.
4. The right to be one's own person; freedom from being treated differently because of race, sex, beliefs, physical appearance or abilities, clothes, or money.

Because of these rights, all of Sandburg school follows these few rules:

1. Be on time and prepared to learn.
2. Respect the body, property, and safety of others.
3. Follow directions the first time asked.
4. Treat others (students, faculty, staff) in a respectful manner.
5. Participate without disrupting the learning of others.

Behavior Management Program (Policy 7:190)

The behavior management program is designed to discourage inappropriate behavior through consequences that are implemented fairly and consistently. This program is building wide and expectations for behavior are consistent across all settings; classrooms, cafeteria, hallways, school grounds, and extracurricular school activities. The natural variations in situations requires some flexibility in determining exact consequences, and it is understood that the consideration of individual situations is not inconsistency but an attempt to treat individuals as individuals.

In addition to consequences for inappropriate behaviors, it is our practice to also recognize students for their positive records as outstanding citizens of Carl Sandburg.

Level I Discipline

A teacher warning system will be assigned for minor infractions such as tardiness, lack of class preparation, minor class disturbances (excessive talking or being out of seat), teasing, etc. The purpose of giving a warning is to call the offending behavior to the attention of the student and to allow them opportunity to correct it.

A teacher detention is served the day of or the day after it has been issued. A teacher detention is time for the teacher and the student to process the inappropriate behavior exhibited and

come to an agreement on how future conflicts can be managed. A teacher detention is served before or after school or during lunch for 20 minutes. Students are responsible for obtaining transportation if serving a teacher detention before or after school.

The consequence for missing a teacher detention is likely a School Detention. These are scheduled on Tuesday, Wednesday, and Thursday afterschool from 2:45 to 4:00pm. The issuing staff member will make contact parents prior to the student serving the detention. These detentions are a silent resource time where students will be asked to develop a personal improvement plan for their behavior.

The consequence for missing a School Detention is likely an In-School Suspension for the length of the school day. In-School Suspensions are served in designated rooms and prohibit students from participating in regular activities and extracurricular activities with the student body. During an In-School Suspension, students must remain awake and silent. A behavior improvement plan is to be completed as well as homework assigned for the day. Counseling will also be provided, as needed.

A one-to-three day In-School may be issued for the following reasons:

1. Students who are repeatedly issued School Detentions.
2. Students who repeatedly fail to attend School Detentions.

Level II Discipline

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Please note: To secure the safety of individual students and staff, school authorities are authorized to conduct drug and /or alcohol testing of an individual student when there are reasonable grounds of suspicion that a student is under the influence while at school or a school related activity. Drug testing can be done without parent consent. For more information refer to pages: of the Sandburg Student Parent Handbook.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a “weapon” as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 6. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
- 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member’s request to stop, present school identification, or submit to a search.
- 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- 9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any

- use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
 11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
 12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
 13. Entering school property or a school facility without proper authorization.
 14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
 15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
 16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
 17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
 18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
 19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
 20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
 21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably

produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psycho stimulant medication to the student.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference with parents.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended may also be

- restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
 13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
 14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), “look-alikes,” alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. The schools will not use isolated time out as a behavior intervention with students. “Isolated time out,” means the confinement of a student in a timeout room or enclosure, within or outside of the classroom, from which the student’s egress is restricted. A student being sent to a principal’s office or to another section of the building or classroom in order for the student to be able to be better engaged in learning is not an isolated time out. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24 1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alikes” of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy’s prohibitions concerning weapons apply regardless of whether: (1) a student is

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licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent or designee may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. School authorities are also authorized to conduct drug and/or alcohol testing of an individual student when there are reasonable grounds for suspecting that the student is violating Board of Education Policy No. 7:190 prohibiting possession, use or being under the influence of drugs and/or alcohol while on school grounds or at school-related activities. A determination of whether there are reasonable grounds to suspect a student of using or being under the influence of drugs and/or alcohol on school grounds or at school-related activities will be based on observation of the student's behavioral and physical symptoms of drug and/or alcohol use.

The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent. The student's parent(s)/guardian(s) shall be notified of the search as soon as possible.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Suspicion Based Drug and Alcohol Testing

The Board of Education of Mundelein School District No. 75 finds that the use of drugs and alcohol has been a contributing factor to the academic difficulties experienced by students of the District, and can also interfere with establishing and maintaining a safe and secure environment conducive to learning in the District schools. Drug and/or alcohol testing of an individual student may be appropriate and is authorized when there are reasonable grounds to suspect that the student is violating Board of Education Policy No. 7:190 prohibiting possession, use or being under the influence of drugs or alcohol while on school grounds or at any school-related activity. Drug testing can be done without parent consent.

Purpose

The purpose of this procedure are (1) to protect the health and safety of students and (2) to enforce Board of Education Policy No. 7:190 which prohibits possession, use, or being under the influence of drugs or alcohol while on school grounds or at any school-related activity.

Preventing Bullying Behavior (Board Policy 7:180)

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal. We actively enforce the following policies:

- 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct.
- 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (I) accessing and/or distributing at school any written or electronic material, including material from the internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (II) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
- 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing or intimidating a student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status.

Bullying prevention and character instruction is provided in all grades in accordance with State law and board policy 6:60, Curriculum Content. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, Student Social and Emotional Development.

All staff members are expected to support the District's goals to prevent students from engaging in bullying and the measures being used to accomplish it. We encourage all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

Bus Conduct

All students must follow school and District Rules and Safety Guidelines when riding a school bus. Disobedience or misconduct on the school bus will be reported to the building administration where appropriate action will be taken under Level I or Level II Discipline. For further explanation of discipline policy and procedures reference Board Policy 7:220 [Bus Conduct](#).

Notice Concerning Discipline and Physical Restraint

The School Code allows teachers, other certified educational employees, and any other people, whether or not a certified employee that is providing a related service for or concerning students to maintain discipline in schools operated by the District, on school grounds, and at school functions. In all matters concerning student discipline and the conduct of school children on school grounds or at school functions, district employees stand in the place of parents, and they may exercise authority as necessary at any time for the safety and supervision of students in the absence of their parents or guardians. (105 ILCS 5/24-24).

The School Code requires school districts to establish rules concerning the discipline of students. The rules are routinely reviewed with students and are available for parent or student review upon request. The School Code requires that the rules concerning discipline include

that teachers, other certificated employees, and other employees providing a related service for or concerning students may use reasonable force as needed to maintain safety for the other students, school personnel, or for the purpose of self defense or the defense of property, and that teachers may remove a student from the classroom for disruptive behavior. The rules concerning the discipline of students also provide for due process to students.

The School Code also permits the use of isolated time out and physical restraint of students, when needed, as a means of behavioral intervention with students. “Isolated time out” means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student is restricted. Mundelein Elementary School District No. 75 does not use isolated time out as a behavioral intervention with its students. A student being sent to a principal’s office or to another section of the building or classroom in order for the student to be able to be better engaged in learning is not an isolated time out. (105 ILCS 5/14-8.05)

When necessary to prevent danger to a student or others, District staff will use its discretion to either use physical management or physical restraint with a student. When physical management and/or physical restraint techniques are employed, staff will use the minimal amount of force necessary to control the student, ensure student/staff safety, and protect property. “Physical management” of a student is defined as the momentary management or control of the student designed to 1) prevent the student from completing an act that could result in physical harm to himself, herself, or another person; 2) prevent a student from completing an act that could result in damage to property; or 3) remove a disruptive student who is unwilling to leave an area voluntarily. “Physical restraint” is defined as holding a student or otherwise restricting his or her movements. Such physical restraint will only be used when the student poses a physical risk to himself, herself, or others and will end as soon as the responsible staff member determines that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

The determination as to whether or not to use physical management or physical restraint procedures is at the discretion of District staff, exercised consistent with the Board’s policy and procedures concerning the use of such techniques. Any and all staff members who use physical restraint are trained in the proper, safe uses of these techniques. When a student is physically restrained, a notice will be sent to parents concerning the incident. (105 ILCS 5/10-20.33, 23 IL Admin Code § 1.280, 1.285)

Plagiarism Consequences

1st Offense: Parent notification and in-school suspension. Credit for the project (if done over) is at the discretion of the instructor.

2nd Offense: Parent notification in-school suspension and a grade of 0 on project.

Student will also meet with a social worker and/or the District 75 Police Liaison to process stealing ideas and the consequence of theft.

If plagiarism continues after a 2nd offense, administration will meet with parents to discuss next steps.

Peer Mediation Program

Carl Sandburg Middle School’s Peer Mediation Program is designed to help students learn to recognize, manage, and resolve conflicts in a peaceful, non coercive manner. Assistance in the resolution of disputes will be provided by 6th, 7th, and/or 8th grade students who have been trained in the mediation process.

The basic goal of mediation is to arrive at a win-win outcome rather than the traditional win-lose outcome. The process begins with each student stating his/her side of the problem without interruption. Each student then has a chance to respond to the other's statements. The mediator is trained not to give advice or take sides. The disputants then brainstorm ways to resolve their problem and prevent recurrences. Finally, each student signs a contract outlining what they have agreed to do. All mediation sessions are kept confidential.

Peer mediation is a voluntary process that will give students the opportunity to solve problems on their own without adult involvement. Along the way, they will learn how to problem solve, see other people's point of view, express themselves without anger, and communicate more effectively.

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parent(s)/guardian(s) of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures. At the annual individualized education plan review, a copy of this policy shall be given to the parent(s)/guardian(s). The policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parent(s)/guardian(s).

Discipline of Special Education Students

The District shall comply with the provisions of the Individuals With Disabilities Education Act (IDEA) when disciplining students. No Special Education Student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability. Any Special Education Student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion. A Special Education Student may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his or her disabling condition, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another) and provided that such student receives educational services to the extent required by the IDEA during such removals.

Any Special Education Student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer changing a student's placement to an appropriate interim alternative educational setting for up to 45 days, if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A Special Education Student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA. The length of time a student with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

Positive Recognition

Academic Recognition

Students who show evidence of significant academic effort or achievement are eligible for the following recognition:

High Honor Roll: Grade point average of 3.5 or above with no failing grades or unsatisfactory (U's) scores in social development.

Honor Roll: Grade point average of 3.0 - 3.49 with no failing grades or unsatisfactory (U's) scores in social development.

National Junior Honor Society

According to the constitution of the National Junior Honor Society, the organization was established "to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, to develop character, and to encourage good citizenship in the students of secondary schools." The goal of Sandburg Scholars, Carl Sandburg's NJHS chapter, is to maintain a high standard of excellence and to serve the Sandburg Community. The eligibility requirements and selection procedure is outlined below.

To be eligible for consideration a student must...

- be in 7th or 8th grade.
- be a student at Sandburg for at least one trimester's worth of time.
- no D's in any class.
- have a cumulative GPA of 3.4 for the first two reporting periods of the school year.
- provide evidence of 10 service hours that were completed on or after July 1 of the current school year. These hours are not limited to service at Sandburg, and can be completed with other organizations. These hours need to be completed by the end of April.

All students who meet the requirements listed above will have the option to continue on with the selection process if he or she so chooses. A student who chooses to continue on in the selection process must also complete an essay and/or fill out an informational packet.

As stated above, scholarship is not the only characteristic emphasized by the National Junior Honor Society. A student must also demonstrate excellence in the areas of service, leadership, character, and citizenship. The teaching staff will evaluate all eligible students in these areas. Teachers will base their evaluations ***on what they have observed during the current school year.***

The following is a summary of the areas evaluated by the Sandburg teaching staff.

SERVICE

The criteria for service is often defined in terms of performance and willing cooperation. The student contributes to the school, his or her classmates, and the community. He or she is

willing to volunteer and is willing to provide assistance when needed.

LEADERSHIP

To the extent possible, the student assumes the role of leadership. The student abides by school rules and realizes that they are made for the common good. The student will act appropriately in situations even when it is not easy to do so. The student is honest and trustworthy, has a positive attitude, and is not a complainer.

CHARACTER

The student displays a high degree of honesty, responsibility, fairness, courtesy, and cooperation. The student takes responsibility for his or her actions, and respects others. The student is courteous and considerate to adults and peers, and is cooperative.

CITIZENSHIP

The student actively exhibits exemplary attitudes regarding freedom, justice, patriotism, and respect for fellow human beings.

Once a student has completed the requirements and faculty evaluations have been processed, the National Junior Honor Society Faculty Council will meet to assess the candidates and select students for induction. This list will be presented to principal for final approval, and letters will be mailed home to all students who chose to participate in the selection process to inform them of their status. There is an appeals process in place for any student who wishes to appeal the decision of the Faculty Council. A student wishing to appeal the NJHS Faculty Council decision should see one of the NJHS advisors prior to the induction ceremony.

Carl Sandburg Middle School Social Emotional Curriculum

“A person’s character, basically, is a composite of their habits. Because they are consistent, often unconscious patterns, habits constantly express our character and produce our effectiveness - or our in effectiveness. In the words of Aristotle, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (Covey). Carl Sandburg Middle School centers its social emotional curriculum on the 7 Habits of Highly Effective People. All Carl Sandburg Middle School staff are trained both personally and professionally in using Covey’s 7 Habits of Highly Effective People. Students are exposed and instructed in learning and applying the 7 habits through Sandburg’s Advisory Program and daily class routines, lessons and procedures. The habits are embedded in each teacher’s day-to-day instruction. Listed below is a brief summary of each habit.

The First Three Habits surround moving from dependence to independence (i.e., self-mastery):

- *Habit 1: Be Proactive*
Take initiative in life by realizing that your decisions (and how they align with life’s principles) are the primary determining factor for effectiveness in your life. Take responsibility for your choices and the consequences that follow.
- *Habit 2: Begin with the End in Mind*
Self-discover and clarify your deeply important character values and life goals. Envision the ideal characteristics for each of your various roles and relationships in life. Create a mission statement.
- *Habit 3: Put First Things First*
Prioritize, plan, and execute your week’s tasks based on importance rather than urgency. Evaluate whether your efforts exemplify your desired character values,

propel you toward goals, and enrich the roles and relationships that were elaborated in Habit 2.

The next four have to do with Interdependence (i.e., working with others):

- *Habit 4: Think Win-Win*
Genuinely strive for mutually beneficial solutions or agreements in your relationships. Value and respect people by understanding a “win” for all is ultimately a better long-term resolution than if only one person in the situation had gotten his way.
- *Habit 5: Seek First to Understand, Then to be Understood*
Use empathic listening to be genuinely influenced by a person, which compels them to reciprocate the listening and take an open mind to being influenced by you. This creates an atmosphere of caring, and positive problem solving.
- *Habit 6: Synergize*
Combine the strengths of people through positive teamwork, so as to achieve goals no one person could have done alone.
- *Habit 7: Sharpen the Saw*
Balance and renew your resources, energy, and health to create a sustainable, long-term, effective lifestyle. It primarily emphasizes exercise for physical renewal, prayer (meditation, yoga, etc.) and good reading for mental renewal. It also mentions service to society for spiritual renewal.

Sandburg staff also use the 2nd Step Curriculum in many of the Social Emotional Learning lessons.

Sixth Grade Curriculum

Language Arts & Social Studies Integrated Curriculum

Students at Carl Sandburg Middle School are engaged in the study of language arts and social studies concepts and skills in a three-period integrated instructional block. Students will have the same teacher for their language arts and social studies course. The program is integrated building interest through the investigation of grade level essential questions and big ideas. All language arts and social studies curriculum and instruction is focused around the Common Core English Language Arts Standards.

Reading

Our sixth grade students use a variety of materials that follow the District’s balanced reading program. The reading program includes reading from a wide variety of novels and leveled reading passages. The literature units include thematic and integrated topics geared toward the students’ reading levels.

Scope and Sequence: The Carl Sandburg Sixth Grade balanced literacy program is organized around the three following areas:

Read Aloud - Students will listen to and participate in various models of effective reading.

Shared Reading - Students will listen, follow along, and actively participate in fiction, and non-fiction.

Guided Reading - Students will read passages at their instructional level in order to perfect reading skills and strategies.

Independent Reading - Students will select their own reading material (novels, magazines, newspaper, etc.) to read.

Student Products: Some of the products students will develop this school year will include classroom binder, graphic organizers, differentiated note-taking strategies, vocabulary lists, written essays, research reports, and various other products.

Writing

Students will create a binder, which will house the sixth grade writing program centers on the common core standards. Students will also participate in writer's workshop focusing on narrative, argumentative, and informational writing. They will actively engage in the writing process by choosing topics, drafting, revising, conferencing, and publishing. Students will write on self-selected and teacher-selected topics. Practice and instruction will focus on writing in a variety of styles, genres, ideas and content, organization, writer's voice, sentence and paragraph structure, word choice, and conventions. Practice and instruction in grammar, punctuation, and usage will occur through a variety of grammar lessons. Practice and instruction in etymology (stems) will also occur throughout the school year using *Word Within the Word* textbook.

Social Studies

The goal of the sixth grade social studies program is to develop a broad worldview by examining past and present cultures and societies that include:

1. Detailed Study of Ancient Civilizations: Early Humans, Mesopotamia, Egypt, Greece, Rome, and Mesoamerica.
2. World Geography and map skills.

Math

The sixth grade math program is centered on the Common Core Mathematics Standards & Practices. Students are engaged in the study of the standards through using real world, hands on, and problem solving experiences. The sixth grade math units for the year include:

1. Fractions & Decimals
2. Ratios & Proportions
3. Rational Numbers
4. Expressions
5. Equations & Inequalities
6. Geometry
7. Statistics
8. Formulas & Graphs

Throughout these units the sixth grade math program will develop students' number sense, communication, problem solving skills, and making connections to other areas of mathematics and other curricular areas.

Science

6th Grade Science consists of three units: Weather, Geology, and Astronomy. Each unit is approximately one trimester. Students will participate in labs such as rock and mineral identification, rocket building, and seismic engineering. Students will also participate in a science fair. The science fair is an independent project where students complete an experiment at home and present their findings at school.

6th Grade Physical Education and Health

The 6th grade Physical Education and Health curriculum is aligned with the Illinois State Learning Standards. Students in 6th grade are not required to dress in the CSMS PE uniform. Students must have athletic shoes and socks in order to participate in class. Failure to have either of these items will negatively impact their grade. The Physical Education curriculum focuses on team sports, as well as, physical fitness activities. Students will participate in Fitness Testing. Students will also participate in a six-week Health curriculum. While in Health, students will cover topics such as: mental and emotional health, nutrition, fitness, growth and development, communicable and non-communicable diseases, drugs (alcohol, tobacco, and other drugs),

and safety.

Bilingual ELL Program

The bilingual program follows the general education curriculum with an emphasis on language development. Illinois law requires that student whose parents indicate on the Home Language Survey that another language is spoken at home, will be tested for English Language Proficiency using the WIDA-ACCESS Placement Test (W-APT). Based on these test results, students who are identified as having limited proficiency in English will receive instruction in the content areas (Language Arts, Social Studies, Math and Science) in our Bilingual/ELL program. The goal is to transition students into the mainstream classes once they have met the state's criteria. The annual statewide ACCESS test is used to monitor progress and assess all students for English Language Proficiency in speaking, listening, reading and writing.

Reading Lab

CSMS offers a class in Literacy Intervention entitled Reading Lab. Students in grades 6-8 who are in need of extra support in the areas of literacy and reading are recommended to take this course. This class is taught by a Reading Specialist and is designed to give students extra help and support in reading. This program is used to increase skills in the areas of decoding, comprehension, fluency, vocabulary and writing. The students will be reading both fiction and non-fiction books, magazines and passages to practice these various reading strategies:

- | | |
|--------------------------|-----------------|
| 1. Using Prior Knowledge | 5. Inferring |
| 2. Making Connections | 6. Summarizing |
| 3. Questioning | 7. Evaluating |
| 4. Visualizing | 8. Synthesizing |

Seventh Grade Curriculum

Language Arts & Social Studies Integrated Curriculum

Students at Carl Sandburg Middle School are engaged in the study of language arts and social studies concepts and skills in a three-period integrated instructional block. Students will have the same teacher for their language arts and social studies course. The program is integrated to foster interest through the investigation of grade level essential questions and big ideas. All language arts and social studies curriculum and instruction is focused around the Common Core English Language Arts Standards.

Language Arts

The 7th grade curriculum is aligned to the Common Core English Language Arts Standards and focuses on the development of strong reading and communication skills through a variety of reading, writing, speaking, and vocabulary strategies designed to engage students of all skill levels. Students will cover a variety of social, political, economic, geographic and historical concepts throughout the year. Current events and issues are infused through many of the units.

Reading - Students will develop and practice their reading skills in class through a variety of texts including poetry, drama, short stories, novels, memoirs, primary source materials, and news articles. Students are also required to read several books independently throughout the school year. The students will also analyze texts using close reading strategies.

Writing - Students will learn and continue to develop the argumentative, expository, and narrative formats. Students will also participate in a creative writing selection for Young Authors.

Speaking & Listening - Students will gain public speaking experience through a variety of

Seventh Grade Curriculum

formal and informal speeches and project presentations throughout the school year.

Language - Students will engage in a comprehensive vocabulary study using *The Word Within the Word* textbook as a guide. Students will also study grammar concepts including commas, clauses, and phrases.

Classroom Texts - The 7th grade social studies text is *United States History: Beginnings to 1877* (Holt) and the literature text is *Literature: Language and Literacy* (Pearson).

Units of Study - The topics that will be covered include Exploration and Colonization, American Revolution and Constitution, Establishment of a Nation, The New Republic, and The Civil War and Reconstruction. The state of Illinois requires that all students pass the US Constitution test with a grade of 70% or higher.

Math

You may have noticed that math is changing. It is our goal at Carl Sandburg Middle School to turn each and every student into a more successful problem solver. Math is no longer just memorizing and drill and practice. It requires a more creative and abstract way of thinking. All instruction is based on engaging students in successfully mastering the Common Core Mathematics Standards.

This year the seventh grade will study the following topics:

Ratio, Proportion and Percent	Geometry
Integers	Introduction to Algebra
Application of Decimals	Application of Fractions
Statistics and Data Analysis	Problem Solving
Measurement	

Science

Welcome to seventh grade science! This year your son or daughter will be involved in the study of biology. Biology focuses on the investigation of the living world. Animals, plants, natural ecosystems, and ecology are central themes. Hands on learning through the use of labs and projects will be emphasized. Seventh grade science will get your child actively involved in investigation, observation and discussion.

7th Grade Physical Education and Health

The 7th grade Physical Education curriculum is aligned with the Illinois State Learning Standards. Students in 7th grade are required to dress in the CSMS PE uniform (see bullet point below). The Physical Education curriculum focuses on team sports, as well as, physical fitness activities. Students will participate in Fitness Testing.

The following guidelines pertain to 7th grade PE classes:

- **Uniforms:** Students must provide their PE uniform. The PE uniform consists of a CSMS PE shirt, black, gray, or navy athletic shorts or sweatpants, athletic shoes, and socks. Softe shorts are not allowed.
- **Absences/Medicals:** If a student is absent from Physical Education, s/he is required to complete one make up assignment per absence. These can be found in both locker rooms and on the PE Google Classroom website. If a student is on medical absence for five days or more, s/he is required to complete one medical paper per week and return it to his/her PE teacher.

- **No Dresses:** If a student is missing any part of the required uniform, it is considered a no dress. The student will not receive credit for that day; however, s/he is still expected to participate in class. Excessive no dresses may result in after school consequences (i.e. detentions).
- **Athletics:** If a student is an in-season athlete and s/he has a no dress during PE class, s/he cannot participate in practice or a game that day.

Bilingual ELL Program

The bilingual program follows the general education curriculum with an emphasis on language development. Illinois law requires that student whose parents indicate on the Home Language Survey that another language is spoken at home, will be tested for English Language Proficiency using the WIDA-ACCESS Placement Test (W-APT). Based on these test results, students who are identified as having limited proficiency in English will receive instruction in the content areas (Language Arts, Social Studies, Math and Science) in our Bilingual/ELL program. The goal is to transition students into the mainstream classes once they have met the state's criteria. The annual statewide ACCESS test is used to monitor progress and assess all students for English Language Proficiency in speaking, listening, reading and writing.

Reading Lab

CSMS offers a class in Literacy Intervention entitled Reading Lab. Students in grades 6-8 who are in need of extra support in the areas of literacy and reading are recommended to take this course. This class is taught by a Reading Specialist and is designed to give students extra help and support in reading. This program is used to increase skills in the areas of decoding, comprehension, fluency, vocabulary and writing. The students will be reading both fiction and non-fiction books, magazines and passages to practice these various reading strategies:

1. Using Prior Knowledge
2. Making Connections
3. Questioning
4. Visualizing
5. Inferring
6. Summarizing
7. Evaluating
8. Synthesizing

Math Lab

CSMS offers a class in mathematics intervention entitled Math Lab. Students in grade 7 who are in need of extra support in the mathematics area are recommended to take this course. The class is lead by a math specialist and is designed to give students extra time and support in understanding and applying mathematics skills. Students will use hands on materials and technology to increase their academic math abilities.

Skills for Success Class

Skills is a pass/fail class to assist students on 504 plans with organization and homework completion. Students will be able to demonstrate appropriate time management by completing one or more assignments (missing or current) within the class period. Students will also be attending check-in in the morning before the start of the school day, and checkout, in the afternoon before going home. Students will also use class time to clean/organize lockers and binders/supplies/folders. Weekly lessons from the Rush Neurobehavioral Center for Executive Functioning Skills, as well as effective effort and motivation.

Eighth Grade Curriculum

Language Arts & Social Studies Integrated Curriculum

Students at Carl Sandburg Middle School are engaged in the study of language arts and social studies concepts and skills in a three-period integrated instructional block. Students will have

Eighth Grade Curriculum

the same teacher for their language arts and social studies course. The program is integrated building interest through the investigation of grade level essential questions and big ideas. All language arts and social studies curriculum and instruction is focused around the Common Core English Language Arts Standards.

Language Arts

The 8th grade language arts curriculum is aligned to the Common Core English Arts Standards and focuses on the development of strong reading and communication skills through a variety of reading, writing, speaking, and vocabulary strategies designed to engage students of all skill levels.

Reading: Students will develop and practice reading skills in class using a variety of text genres including poetry, drama, short stories, novels, memoirs, primary source materials, and news articles. Students are also required to read several books independently throughout the school year.

Writing: Students will learn and continue to develop the argumentative, expository, and narrative formats. Students will also participate in a creative writing composition for Young Authors.

Speaking & Listening: Students will gain public speaking experience through a variety of formal and informal speeches and project presentations throughout the school year.

Language: Students will engage in a comprehensive vocabulary study using *The Word Within the Word* textbook as a guide. Students will also study grammar concepts including verbals, active/passive voice, and sentence structure.

Social Studies

The 8th grade social studies text is *United States History: Civil War to the Present* (Holt). Students will cover a variety of social, political, economic, and historical concepts throughout the year. Current events and issues are infused through many of the units of study. Instruction is focused around Illinois facts and government, industrial growth and labor, immigration, colonization and World War I & II, basic economics, the Vietnam, and the 50s, 60s, 70s, & 80s.

Common Core Math

In eighth-grade mathematics, students will use concepts, algorithms, and properties to explore mathematical relationships and to describe increasingly complex situations. Computer and cooperative learning activities are integrated throughout the course. The five units of study in the 8th Grade Common Core classes are:

- The Number System
- Expressions & Equations
- Functions
- Geometry
- Statistics & Probability

Common Core Algebra 1

The main goal of this course is to provide students with a thorough and extensive study of linear and quadratic functions and graphing on the xy-coordinate system. By the end of this course, students will have all the knowledge necessary to solve and graph equations and inequalities.

Computer and cooperative learning activities are integrated throughout the course. The three units of study in the Algebra 1 Common Core classes are:

- Expressions - simplify polynomial expressions, factor quadratic expressions
- Equations - solve linear and quadratic equations and inequalities
- Graphing - graph linear equations and inequalities, graph quadratic equations, solve systems of equations

Science

The focus of 8th grade science is on physics and chemistry. Our curriculum and instructional activities are based on the Next Generation Science Standards (NGSS). Students will be using interactive student notebooks and completing many hands-on activities.

Topics covered in a study of physics:

Speed and acceleration	Simple Machines
Motion and Forces	Electricity, light, and sound
Energy	

Topics covered in a study of chemistry:

Properties of matter	Chemical reactions
The Atom	Acids & Bases
Periodic table	

8th Grade Physical Education and Health

The 8th grade Physical Education and Health curriculum is aligned with the Illinois State Learning Standards. Students in 8th grade are required to dress in the CSMS PE uniform (see bullet point below). The Physical Education curriculum focuses on team sports, as well as, physical fitness activities. Students will participate in Fitness Testing.

The following guidelines pertain to 8th grade P.E. classes:

- **Uniforms:** Students must provide their PE uniform. The PE uniform consists of a CSMS PE shirt, black, gray, or navy athletic shorts or sweatpants, athletic shoes, and socks. Softe shorts are not allowed.
- **Absences/Medicals:** If a student is absent from Physical Education, s/he is required to complete one make up assignment per absence. These can be found in both locker rooms and on the PE Google Classroom website. If a student is on medical absence for five days or more, s/he is required to complete one medical paper per week and return it to his/her PE teacher.
- **No Dresses:** If a student is missing any part of the required uniform, it is considered a no dress. The student will not receive credit for that day; however, s/he is still expected to participate in class. Excessive no dresses may result in after school consequences (i.e. detentions).
- **Athletics:** If a student is an in-season athlete and s/he has a no dress during PE class, s/he cannot participate in practice or a game that day.

Students will also participate in a ten-week health curriculum. While in health, students will cover topics such as: mental and emotional health, nutrition, violence prevention, non-communicable and communicable diseases, growth and development, social media safety, and drugs (alcohol, tobacco, and other drugs).

Bilingual ELL Program

The bilingual program follows the general education curriculum with an emphasis on language

development. Illinois law requires that student whose parents indicate on the Home Language Survey that another language is spoken at home, will be tested for English Language Proficiency using the WIDA-ACCESS Placement Test (W-APT). Based on these test results, students who are identified as having limited proficiency in English will receive instruction in the content areas (Language Arts, Social Studies, Math and Science) in our Bilingual/ELL program. The goal is to transition students into the mainstream classes once they have met the state's criteria. The annual statewide ACCESS test is used to monitor progress and assess all students for English Language Proficiency in speaking, listening, reading and writing.

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4. Visualizing
5. Inferring
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7. Evaluating
8. Synthesizing

Math Lab

CSMS offers a class in mathematics intervention entitled Math Lab. Students in grade 8 who are in need of extra support in the mathematics area are recommended to take this course. The class is lead by a math specialist and is designed to give students extra time and support in understanding and applying mathematics skills. Students will use hands on materials and technology to increase their academic math abilities.

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Related Arts Program

Technology Classes

Through aligning the ISTE standards and common core standards 6-8th graders are preparing to become life long learners, who are creative, responsible, innovative, problem solvers. Students will also learn the Nine Elements for Digital Citizenship that will allow them to be more conscientious users and navigators of the digital world.

The standards include the following:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship

- Technology Operation and Concepts

Students will have the opportunity to work independently and with others for a collaborative learning environment.

6th Grade Technology

Students will learn how to make an effective multimedia presentation, from the research skills needed to present the proper information to how to stand in front of their peers and present their findings.

Projects and skill development incorporate the following standards:

1. Develop technology terminology and vocabulary
2. Learn basic procedures for management, care and printing
3. Explore and learn programs for efficient and effective use
4. Apply existing knowledge to new ideas and processes
5. Create original works
6. Communicate information effectively
7. Transfer knowledge to other resources
8. Locate and utilize information sources
9. Develop safe responsible use of informaton and technology

7th Grade Technology

This 7th Grade program encompasses two terms. Projects, multimedia, databases and advanced skill development is integrated. This class incorporates the Technology Standards for 6-8th grade students.

1. Develop technology terminology and vocabulary related to unit of study
2. Review basic concepts of previous programs, procedures, printing, management and care
3. Effective and efficient use of programs for projects
4. Use different layouts and options for projects
5. Understand basic features of a variety of Multimedia software
6. Learn to use and incorporate Multimedia in a presentation
 - a. Apply existing knowledge and transfer that knowledge to new ideas and processes
7. Effective use of a spreadsheet
8. Collect and analyze data, create formulas
9. Create effective charts to communicate information
10. Create original works as a means of personal expression
11. Locate and utilize information sources
12. Develop safe responsible use of information and technology
13. Understand copyrights and plagiarism issues

8th Grade College and Career Readiness

The College and Career Readiness curriculum focuses on exploring careers, the steps to attaining a job. The term is approximately nine weeks. The Career Education curriculum incorporates the Technology Standards:

1. Explore career and job opportunities
2. Identify skill set required for specific jobs
3. Analyze and evaluate assessment results
4. Determine secondary and post secondary educational needs

Related Arts Program

5. Identify job market trends
6. Create a resume and cover letter
7. Learn and practice interview skills
8. Understand application terminology
9. Discover, identify and evaluate scholarship opportunities

8th Grade Programming – Technology

This class we explore the world of computer programming incorporating the Technology Standards.

1. Understand and use technology systems
2. Troubleshoot systems and applications
3. Transfer current knowledge to learning of new technologies
4. Use models and simulations to explore complex systems and issues
5. Identify and define authentic problems
6. Plan and manage activities to develop a solution
7. Use multiple processes and diverse perspectives to explore alternative solutions.

8th Grade Journalism

Students will learn the different types of articles that can be written, as well as, practice writing the different types. The class will create a newspaper to be distributed throughout the school for their final project.

7th Grade Science Application

This course provides a basic understanding of the economy, technology, and sciences as it impacts society. Emphasis is placed on family and consumer education and an introduction to aerodynamics and flight. The activities involve critical thinking and problem solving techniques, as well as hands-on projects and activities. Further, it will provide students with experiences that relate directly to future course work with an emphasis on real life applications

8th Grade Science Application

This course enhances the 8th grade science curriculum by providing a “hands-on” environment to further explore physics concepts. Emphasis is placed on Newton’s laws of motion, principles of buoyancy, and aerodynamics. Each module provides integrated learning activities utilizing small group instruction. Included in this course are activities and practical experiences using tools, material, equipment, audio and video presentations, reading, and computer technology.

6th Grade Visual Arts

The 6th Grade Visual Arts Program is aligned to the Illinois State Learning Standards. The curriculum functions within the framework of set rotating terms. The underlining goal of the program is to create independent learners who are creative thinkers and problem solvers through active engagement with materials and processes.

Through exploration of the elements, principles and expressive qualities of the arts, the students will,

1. Develop vocabulary associated with techniques and processes.
2. Describe and use color, value, point, line, texture, shape, space and form in a variety of art assignments.
3. Understand how elements and principals combine within an art form to express an idea.
4. Recognize variation in size and proportion to express an idea.
5. Use line and texture to transform shapes into 3D forms.
6. Critique a piece of artwork using appropriate vocabulary in a constructive positive manner.

7th Grade Visual Arts

The 7th Grade Visual Arts Program is aligned to the Illinois State Learning Standards. The curriculum functions within the framework of set rotating terms. The underlining goal of the program is to create independent learners who are creative thinkers and problem solvers through active engagement with materials and processes.

Through the exploration of the elements, principles, and expressive qualities of the arts, the students will,

1. Develop vocabulary associated with techniques and processes.
2. Demonstrate an understanding of linear perspective.
3. Demonstrate the ability of line to create value and surface change.
4. Demonstrate an understanding of depth through the illusion of space.
5. Demonstrate how the same idea can be expressed in 2D and 3D mediums.
6. Analyze and demonstrate how the selection of medium and tools can enhance the communication of an idea.
7. Critique a piece of artwork using appropriate vocabulary in a constructive positive manner.

8th Grade Visual Arts

The 8th Grade Visual Arts Program is aligned to the Illinois State Learning Standards. The curriculum functions within the framework of set rotating terms. The underlining goal of the program is to create independent learners who are creative thinkers and problem solvers through active engagement with materials and processes.

Through the exploration of the elements, principles, and expressive qualities of art, the students will,

1. Develop vocabulary associated with techniques and processes.
2. Demonstrate an understanding of how a color scheme is utilized in a piece of art.
3. Demonstrate the illusion of space in art.
4. Create artwork in a variety of styles and techniques.
5. Understand the language of art through observations, discussion and analysis.
6. Demonstrate processes that create special effects.
7. Demonstrate an understanding of how artists express thoughts, ideas, and reflections of society in their work.
8. Critique a piece of artwork using appropriate vocabulary in a positive, constructive manner.

Extension Art

This is a full year program offered to a limited number of 8th grade students. Consideration for the program is based on past performance in the traditional art program, a submitted portfolio of work, and reflective personal goals. This program is designed to meet the needs of students who display an exceptionally high degree of proficiency in the visual arts and have the ability and desire to work on long term, independent assignments that will challenge them both artistically and intellectually. The students will be expected meet all of the objectives of the traditional 8th grade art curriculum, along with additional objectives based on individual assessment.

Global Environmental Studies

This class introduces basic plant science, in addition to, principles and practices in the development, production and use of horticultural plants. Students will apply what they learn in the classroom in a variety of outdoor settings.

6th Grade Music Appreciation

Students will learn and appreciate different styles and genres of music, both past and present.

Students will learn about the different instruments in an orchestra and understand each instrument's role through performance.

7th Grade Music Theory

Students will study basic theory skills such as note identification in treble clef and bass clef. Students will also study rhythmic dictation including sixteenth, eighth, quarter, half and whole note values.

8th Grade Music Composition

Students will develop an understanding of basic, music principles including how to read music in treble and bass clef. Students will learn how to compose music using computer software and online tools. Students will compose music and perform on musical instruments.

Spanish as a Foreign Language

Spanish 1A—Grade 7 Full Year Course

This course is the first half of a two-year curriculum. Spanish 1A begins to introduce the major concepts of learning a foreign language. The four major language skills are emphasized: listening, speaking, reading, and writing. Students will practice conversation, learn vocabulary, study culture, and work on projects. This is a challenging course for students who have an interest and ability in learning languages. Upon successful completion of Spanish 1A, students will be placed in Spanish 1B in grade 8. Strong language and communication skills are needed to be successful in this course.

Prerequisite: Recommendation from student's core team and a strong academic standing.

Spanish 1B—Grade 8 Full Year Course

This course is the second half of a two-year curriculum. Students will continue to work on their listening, speaking, reading, and writing in Spanish. New grammar will be introduced, and students will continue to build their vocabulary and proficiency in Spanish. Culture and hands-on projects are used to strengthen language learning. At the end of Spanish 1B, students should be ready for Spanish II in the 9th grade. A placement test will be administered at the end of 8th grade in order to determine proper placement at the high school.

Prerequisite: Spanish 1A in grade 7. Students must have taken Spanish in grade 7 and maintained a strong average.

Heritage Language

Spanish for Heritage Language Learners is designed for students who fully understand spoken Spanish. The Heritage Language Program is available for students in grades 7 & 8. Students will learn to read, write and accurately communicate in the Spanish language through a focus on literature and the culture of Latin America.

Concert Band

6th, 7th and 8th Grade Bands—Full Year Course

CSMS Bands are grouped by grade level. Students entering into the band program must first reach a level of proficiency for the given grade level in order to be enrolled. Each band rehearses during one period daily, and each student receives a weekly small group lesson. Students follow a rotating, pullout schedule for these lessons. Band members are required to participate in evening performances throughout the year, which are outlined in the Band Calendar. Band students receive grades for band as they do in all academic classes. Please

refer to each grade level's Band Handbook, given at the beginning of the school year, for more detailed information.

Extracurricular Activity (Board Policy 6:190 & 7:240)

Carl Sandburg Middle School believes that a well-rounded education consists of not only a stimulating and challenging academic program, but also a program of extracurricular activities that allows middle school students to develop physically, socially, and emotionally. Sandburg offers an extensive program of interscholastic athletics, intramural sports and academic activity clubs. Participation in any aspect of this program will provide a student with many learning experiences difficult to duplicate in other school activities.

Interscholastic Athletics

- | | | |
|-----------------|----------------|---------|
| ☆ Cross Country | ☆ Wrestling | ☆ Track |
| ☆ Volleyball | ☆ Pom Poms | |
| ☆ Basketball | ☆ Cheerleading | |

Intramural Sports

- | | | |
|-----------------|--------------|-----------|
| ☆ Flag Football | ☆ Volleyball | ☆ Bowling |
| ☆ Basketball | ☆ Soccer | |

Academic / Clubs

- | | | |
|---------------------------------|--------------------------|-------------------|
| ☆ National Junior Honor Society | ☆ Yearbook | ☆ Student Council |
| ☆ Computer Club | ☆ Science Olympiad | ☆ Ski Club |
| ☆ Chess Club | ☆ Guitar Club | ☆ Drama Club |
| ☆ Math Club | ☆ Choir | ☆ Homework Club |
| ☆ Quiz Bowl | ☆ Community Service Club | |

Extracurricular Activities

Extracurricular activities include any competitive athletic or academic program, intramural activity, club, dance, promotion ceremony or other school sponsored event. Students will not be excused from disciplinary consequences in order to participate in extracurricular activities. Students serving a detention, in or out of school suspension may not participate in any extracurricular school related activities that day. Students must be in attendance for at least a half-day in order to participate in that day's activity unless otherwise approved in advance by the administration, coach, or activity sponsor.

Lakeside Athletic Conference

Sandburg Tiger Athletic Teams are part of the Lakeside Athletic Conference. Sandburg competes in both academic and athletic activities. Students try out for the teams and must maintain academic eligibility, attend practices and demonstrate good sportsmanship in order to participate. The Lakeside Athletic Conference is made up of 11 teams located as far north as Wadsworth and as far east as Highland Park. Coaches will provide a schedule of competitions and directions to "away" events.

Responsibilities

Student / Athlete: The opportunity to participate in Extra-Curricular programs is extended to all students who are willing to assume certain responsibilities. The student/athlete will:

- ☆ Display high standards of behavior, good sportsmanship, and respect for others.

Extracurricular Activities

- ☆ Keep neat and well groomed at all times.
- ☆ Meet all District 75 eligibility requirements.
- ☆ Be expected to dedicate the time specified for practice by the coach/sponsor of that activity. Regular attendance is required.
- ☆ Report an injury which occurs during an athletic practice or event to the coach at once.
- ☆ Be responsible for the school equipment issued to them. All lost equipment must be paid for by the student/athlete to whom it was issued. Any athlete having equipment not issued to them (including a rival school's), faces action by the Athletic Coordinator or coaches which may prevent their further participation.

Coaches: Coaches have educational responsibilities to make every effort to communicate fully and fairly with the student/athlete.

- ☆ Teach attitudes of responsible team play and cooperation.
- ☆ Provide opportunities to exemplify and practice good sportsmanship.

Parents / Guardian: The legally responsible adult party for the student/athlete (referred to as parent) has a responsibility to cooperate with the School District in assuring the student/athlete and coach/sponsor will be able to achieve the mission of the Extra-Curricular Programs. The parent will assist the student/athlete in complying with the eligibility requirements through support and encouragement.

Goals of Interscholastic Athletics

Interscholastic athletics has the following major objectives:

- ☆ To provide opportunities for interscholastic competition.
- ☆ To provide activities that help to create school unity.
- ☆ To promote friendships with teammates, coaches, and opponents.
- ☆ To provide activities for learning self-discipline, loyalty, team play, personal pride in the organization, respect for the rights of others and the will to win.
- ☆ To instill a conduct in each student/athlete involving fair honest rivalry, courteous relations and graceful acceptance of results.

Prerequisites to Participation in Student Athletics

At or before the start of each sport season, students/ parents shall provide the following to the Activities Director or his/her designee:

1. Documentation of the student's annual physical sport examination;
2. A completed *IESA Concussion and Head Injury or Extra-curricular Activities* Form which shall include:
 - a. The *IESA Concussion and Head Injury information and consent to play form*, signed by both the student and the student's parent/guardian.
3. Athletic fee paid and athletic uniform agreement signed and returned; and
4. Parent/Student School Handbook signed and returned, specifically the extracurricular code of conduct section.

Concussion Prevention and Protocol for Athletics (Policy 7:305)

District 75 and Carl Sandburg Middle School are committed to ensuring the safety of all our student athletes while they participate in school sports. For this reason all athletes at Carl Sandburg Middle School are required to read and sign the concussion information sheets before he or she may practice or compete in their respective interscholastic program.

Concussion Protocol for Athletics

Before Athletic Participation Students must:

1. Documentation of the student's annual physical sport examination;
2. A completed *IESA Concussion and Head Injury or Extra-curricular Activities* Form which shall include:
3. *The IESA Concussion and Head Injury information and consent to play form*, signed by both the student and the student's parent/guardian.

Post-Concussion Protocol

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to practice or competition that day.
2. Determine the severity of the head injury or concussion. Evaluate whether emergency personnel need to be contacted. Contact parent/guardian to pick the student up and have the student evaluated by a physician.
3. School personnel or coach notifies parent/guardian and informs parent/guardian that student athlete must provide written medical clearance from a certified physician and a signed Return to Play and Return to Learn Consent Authorization Form before initiating the return to play or return to learn process. Return to play/learn process includes school-related physical education courses or activities.

Return to Play Procedure

1. Student may only return to play after a report or suspected head injury or concussion has been reported by submitting to the school nurse a statement from a certified physician certifying the student for participation in all school related activities. In addition, the student will not be permitted to resume practice or play until the student provides a completed Return to Play and Return to Learn Consent Authorization Form, signed by both the student and the student's parent/guardian.
2. Once medical clearance documents and a signed Return to Full Athletic Participation Consent Form are received, the student athlete can begin the return to play process.

Return to Learn Procedures

1. Student may only resume classroom instruction after a report or suspected head injury or concussion has been reported by submitting to the school nurse a statement from a certified physician certifying the student for participation in all school related activities. In addition, the student will not be permitted to resume practice or play until the student provides a completed Return to Play and Return to Learn Consent Form, signed by both the student and the student's parent/guardian.
2. Research supports that no two concussions are the same. Return to learn protocols will be established, when necessary through a conversation with the school nurse, the student's parents and teachers. Accommodations for a concussion will be made based on the recommendation of the child's team, when necessary a 504 process will be implemented to meet all necessary requirements. The nurse or social worker will monitor the implementation of the accommodations and academic progress.

Documentation of Student Completion of Return to Play and Return to Learn Protocols

Student must return to the school nurse:

Extracurricular Activities

1. Statement from a medical professional certifying the student for participation.
2. Signed and returned *Return to Play and Return to Learn Consent Authorization Form*
 - a. Completion of all levels of the return to learn and play steps
3. Sign and returned *Return to Play and Return to Learn Consent Authorization Form*

Code of Conduct

- A. A student is required to follow the school's code of conduct on a year-round (12 month) basis.
- B. Violations of the school code shall result in suspension of the student from interscholastic competition. If a student denies violating the code of conduct, the school should provide an opportunity for the student to be heard prior to the next athletic competition.
- C. The school district shall determine minimum penalties for violation of any provisions of its code of conduct, including (a) all out-of-season offenses and (b) any other unacceptable conduct contrary to the ideals, principles, and standards of Carl Sandburg Middle School.

Use of Alcohol, Tobacco, Controlled Substances, Criminal Acts, & Gang Involvement

Any student shall be suspended from participation in Extra-Curricular activities for the possession of or under the influence of controlled substances or intoxicants or mood altering substances. Included in the above definition are drug paraphernalia and/or drug or intoxicant look alikes. In addition, association or being in attendance at gatherings where use of illegal controlled substances or mood altering substances or a substance which is represented as a drug or intoxicant is occurring, is prohibited.

Criminal acts and any involvement in gang activities by any student, shall also be prohibited under this section.

* Students/athletes dismissed from any activity shall forfeit all fees.

Coaches' Guidelines

Coaches shall have the right to set rules and guidelines that govern their respective sports or activities. For further explanation of conduct code for students involved in extracurricular activities reference Board Policy 7:240 Conduct Code for Participants in Extracurricular Activities.

Attendance

All students are expected to attend school when it is in session.

Absences: A student/athlete must be in attendance on the afternoon of a game or practice unless he or she has an excused in advance absence (example: appointment, funeral, etc.). If the student/athlete is ill and misses the afternoon, then he or she must have a written doctor's permission to participate that night.

A student/athlete who is ill on Friday and is absent the whole day shall be withheld from competition on Saturday unless the student brings a written statement from his/her parents giving their permission for the student to compete and the coach feels in his/her judgment that the athlete is able to compete.

Students must participate in their physical education class in order to take part in their competitive or intramural after school sport. Students excused from their physical education class by a doctor or parent note may not participate in their extra curricular sport or activity for that day.

Unexcused absences: If a student/athlete has an unexcused absence from a class or classes during the season, he/she will miss the next athletic contest. If the unexcused absence is not

known to the coach the day of the contest, then the athlete will miss the next athletic contest.

School Suspensions: A student/athlete who is serving an in-school or out-of-school suspension may not participate in any contest on days or portions of days of scheduled contests when the suspension is in effect. This may include Saturday competition, i.e., suspended on Friday and Monday. Students may not practice on days when a suspension is in effect. However, students may practice on days when the suspension has been completed before the scheduled practice begins.

All students/athletes are expected to attend school on the day following a contest.

Academic Eligibility

All student/athletes must remain in good academic standing through the season. Student/athletes must carry a grade of C or higher in all classes and courses in order to participate in athletic competitions and practice. Any student/athlete receiving a grade lower than a C will be ineligible to participate in any form for one week. Students may be reinstated to participate after one week by providing the athletic director with a written release from the appropriate teacher stating their grade is a C or higher.

Sportsmanship or Behavior: When coaches become aware that one of their athletes is not behaving in an appropriate manner, the coach has the right to administer predetermined consequences. The coach will report these consequences to the building principal and athletic administrator.

Bus Conduct: Athletes will observe all rules of bus safety. They will respect the rights of their teammates in their conduct on the bus. Coaches will inform athletes of bus rules before the first out of town trip. Rules will be followed and enforced. An athlete who travels to an out-of-town game with a school team must return with that team. The only exception to this rule is that if a parent is present at the out-of-town site. They may request that the athlete return with the parent. This request must be made in writing to the coach in charge.

Grooming: Athletes will be clean and well-groomed. Excessive (to be determined by the coach) hair styles, facial hair, sideburns, unusual clothing, or uncleanliness during the athletic season shall cause the athlete to be subject to such restrictions as the coach has been attempted.

Physical Exams: Physical exams are required for all students participating in any athletic activity. Physicals are valid for one year from the date the exam is received.

Sports Physicals: In order to try out and participate in interscholastic sports or practices, a sports physical (or full physical exam), dated within one year of the sport start date, must be on file with the school nurse **prior to the tryout date.**

Notes

Notes



Carl Sandburg Middle School Handbook

- I have received and reviewed the 2016 - 2017 Parent Handbook and understand the rules and regulations that will be enforced during the school year.
- This sheet will be kept on file in the Assistant Principal's office at Sandburg during the current school year.



Student Signature

Date

Parent/Guardian Signature

Date

Homeroom Teacher Name

Room #

Carl Sandburg Fight Song

CARL SANDBURG, CARL SANDBURG
STAND UP FOR YOUR TEAM!
ALWAYS CHEER LOUD AND WE'LL BE PROUD
AS WE REACH OUR DREAM!

CARL SANDBURG, CARL SANDBURG
DON'T THROW IN THE TOWEL
OUR TIGER PRIDE IS SO STRONG
HEAR US GROWL!

CARL SANDBURG, CARL SANDBURG
ALWAYS IN THE FIGHT
LOYALTY AND DISCIPLINE WE'LL
ALWAYS DO WHAT'S RIGHT!

CARL SANDBURG, CARL SANDBURG
FIGHT ON FOR HIS FAME
FIGHT, TIGERS, FIGHT, **FIGHT, FIGHT!**
WE'LL WIN THIS GAME!

C.S.M.S TI - GER PRIDE

C.S.M.S TI - GER PRIDE

C.S.M.S TI - GER PRIDE!

GO TIGERS!

Carl Sandburg Middle School

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