



# **BMS Prairie**

## **STUDENT HANDBOOK 2011-2012**

**BMS Prairie  
Campus**

**Travis Lobbins**  
Principal

**Austin Johnson**  
Assistant Principal

**Debbie Young**  
Assistant Principal

40 East Dundee Road  
Barrington 60010-5227

Telephone: (847) 304-3990  
[www.bmsprairie.org](http://www.bmsprairie.org)

***This agenda belongs to:***

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

STUDENT NO. \_\_\_\_\_



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## **WELCOME TO BARRINGTON MIDDLE SCHOOLS**

We value:

We believe that the education of students is a responsibility which is shared by students, parents, and the school.

We believe that through communication and mutual cooperation we can successfully meet the challenge of helping students prepare for a productive and satisfying adult life.

Our school day will start at 7:55 A.M. and end at 2:50 P.M. On Wednesday, school is dismissed at 2:20 P.M. to allow teachers planning time for better education and to examine new methods for helping students learn.

We traditionally offer opportunities for students to participate in intramurals, interscholastic athletics, and other academic and social groups after school. A 4:30 activity bus will be provided, however in some instances parents may need to provide transportation home.

As part of our effort to teach and reinforce study skills, we expect each student to have the following:

- a standard 2 or 2 1/2 inch three ring binder
- two sets of 3-hole dividers with 5 tabs each
- plastic pencil/pen case
- ruled paper
- spiral notebooks
- #2 pencils
- inexpensive ball point pens
- book covers
- sweatsuits (available through PTO at the beginning of the school year)

Books necessary for all classes will be supplied by the school. Some books will be assigned, while others may be checked out for periods of time. Reasonable care of these books is expected and if they are lost or damaged, it will be necessary to reimburse the school for them. Classes in applied technology, home economics, and art may require fees for materials. These will be paid when the courses are taken and where materials are needed for projects. The projects become student property.

A hall locker and gym locker will be assigned. Locks for all lockers are provided.

Gym uniforms and gym shoes are needed. These uniforms may be purchased from the school during registration or from physical education teachers.

If students encounter any problems, they are encouraged to talk with their teachers, guidance counselor, or the administrators. We hope students have a happy and productive experience at the Barrington Middle Schools.

*Barrington Middle Schools Principals*

## **DISTRICT 220 MISSION STATEMENT**

**Our Mission is To Inspire All Learners**

**To Achieve Excellence**

### **BMS CORE VALUES**

- the primacy of learning
- a focus on intellectual achievement
- a pleasant, orderly, supportive and respectful atmosphere mindful of the diversity found in the school and the society that nurtures it
- the careful monitoring and reporting of student progress to students and parents
- student involvement in a variety of activities

### **MIDDLE SCHOOL PHILOSOPHY**

We believe that each student is a unique individual with physical, social, emotional, and intellectual needs. In order to address these needs, it is our belief that parents, students, and staff must work together to :

- recognize the developmental needs and changes of middle level students.
- create programs to integrate skills, knowledge, and personal development.
- foster independence and recognize the interdependence of all people.
- provide opportunities for exploration of new areas of interest.
- encourage the value of learning as a life-long endeavor.

# School Personnel

## **BARRINGTON MIDDLE SCHOOL—PRAIRIE CAMPUS**

40 E. Dundee Road, Barrington, IL 60010 - 5227

Travis Lobbins, Principal

Austin Johnson, Assistant Principal

Debbie Young, Assistant Principal

## **BARRINGTON MIDDLE SCHOOL PRAIRIE CAMPUS - Support Personnel**

Lynn Cobb, Psychologist

Jennifer Godinez, Counselor

Laurie Ihde, Counselor

Sarah Lloyd, Counselor

Brian Turcotte, Social Worker

## **DISTRICT 220 BOARD OF EDUCATION**

Brian Battle, President

Penny Kazmier, Vice President

Nick Sauer, Secretary

Sandra Ficke-Bradford

Richard Burkhart

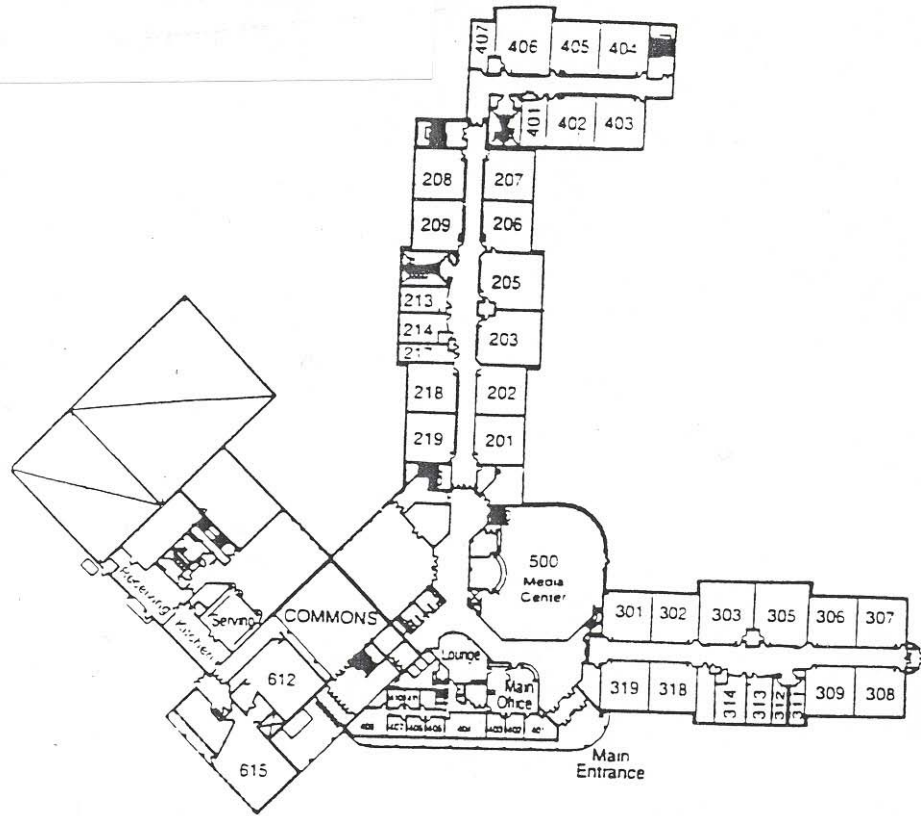
Timothy Hull

Joseph Ruffolo

## **CENTRAL ADMINISTRATION**

Superintendent.....	Dr. Tom Leonard
Chief Financial Officer.....	Gary Frisch
Director of Fiscal Services.....	Tom Beerheide
Asst. Supt. HR/ADM Services.....	Mary Dudek
Asst. Supt. Curriculum, Instruction, and Staff.....	Dr. Teresa Hill
Asst. Supt. Education Programs and Assessment.....	Cynthia Jaskowiak
Director of Curriculum and Instruction.....	Dr. Becky Gill-Schultz
Communications Director.....	Dr. Jeff Arnett
School/Community Relations.....	Debbie Villers
Director of Special Services.....	Connie Simon
Director of Information Services.....	Patricia Haughney
Instructional Technology Coordinator.....	TBD
Assessment Coordinator.....	Arlene Ciotti
District Nursing Supervisor.....	Eva Detloff
Special Services Facilitator.....	Laura Pawlak
Director of Extended Learning Programs and Instructional Support.....	Julie Luck Jensen
Director of ELL Services.....	Ricardo Aceves

# Barrington Middle School



# Telephone Numbers

**CALL DIRECT!** It is the most effective way to contact BMS.

## BMS - Prairie Campus

The phone numbers listed below may be contacted directly.

ATTENDANCE.....\*304-3985

*Please call in absences by 9:00 A.M.*

MAIN SCHOOL NUMBER.....304-3990

FAX .....304-3986

PRINCIPAL.....304-3990

### ASSISTANT PRINCIPALS

Operations.....756-2506

Curriculum and Special Services.....756-2507

NURSE.....756-2515

756-2516

REGISTRAR.....756-2520

PSYCHOLOGIST.....756-2525

SOCIAL WORKER.....756-2524

LIBRARY MEDIA SPECIALIST.....756-2530

### TEACHERS CAN BE REACHED BY:

Calling the main school number (847) 304-3990 and asking to be connected to their individual voice mail box number.

E-mail at [www.\(teacher's first initial last name@barrington220.org\)](mailto:www.(teacher's first initial last name@barrington220.org) Example: JSmith@barrington220.org) Example: JSmith@**barrington220.org**

\*Area code for all school is (847)

## SCHOOL CALENDAR - 2011 -2012

August 23...First Day of School	Jan. 14...Makar Sakranti
August 29...First Day of Kdg. and Early Childhood	Jan. 16..Martin Luther King Jr. Day      No School
Sept. 5.....Labor Day                      No School	Jan. 23....Institute Day                      No School
Sept. 16.....Institute Day                      No School	Jan. 28....Vasant Panchami
Sept. 17-18 Rosh Hashanah                      In Session	Feb. 4.....Mawlid al-Nabi
Sept. 26..... Yom Kipper                      In Session	Feb. 12....Lincoln's Birthday
Oct. 10.....Columbus Day                      No School	Feb. 15....Washington's Birthday              In Session
Oct. 16-24...Navarati	Feb. 17....Inservice Day                      No School
Oct. 20..... Conferences                      No School	Feb. 20....Presidents' Day                      No School
Oct. 21 .....Institute Day                      No School	Feb. 22....Ash Wednesday                      In Session
Oct. 26.....Eid-al-Adha                      In Session	March 8...Holi                                      In Session
Nov. 11.....Inservice Day                      No School	March 17..St. Patrick's Day                      In Session
Nov. 13.....Diwali	March 23..Conferences                      No School
Nov. 15.....Muharram                      In Session	March 26-30...Spring Break                      No School
Nov. 23, 24, 25..Thanksgiving Break      No School	April 1.....Palm Sunday
Dec. 9.....Hanukkah                      In Session	April 6.....Good Friday                      No School
Dec. 19 - Jan. 2....Winter Break              No School	April 7.....Passover
Dec. 25.....Christmas Day	April 8.....Easter
Dec. 26.....Kwanzaa	April 22...Earth Day                              In Session
Jan. 1..... New Year's Day	May 5.....Cinco de Mayo                      In Session
Jan. 3.....School Resumes	May 28....Memorial Day                      No School
	June 12..Last Day of School (with 5 snow days)

### BARRINGTON MIDDLE SCHOOL

GRADING PERIOD	TERMINATION DATES
End of 1st Evaluation Period.....	October 19
End of 2nd Evaluation Period.....	January 20
End of 3rd Evaluation Period.....	March 22
End of 4th Evaluation Period.....	June 5
	(without snow days)

### ARTS & TECHNOLOGY ROTATION DATES

#### 7th & 8th Grades

A Rotation.....	August 23 - September 28	(25)
B Rotation.....	September 29 - November 7	(25)
C Rotation.....	November 8 - December 16	(25)
D Rotation.....	January 3 - February 8	(25)
E Rotation.....	February 9 - March 16	(25)
F Rotation.....	March 19 - April 30	(24)
M Rotation.....	May 1 - June 5	(25)

### ARTS & TECHNOLOGY ROTATION DATES - 6th Grade

Sixth grade students will be scheduled into Arts & Technology during **one semester** and the other semester will be in World Language. The Arts & Technology rotation will consist of six, three week rotations through the Arts & Technology program.

G     Aug. 23 - Sept. 13    (15)	P     Jan. 18 - Feb. 8    (15)
H     Sept. 14 - Oct. 4    (14)	Q*    Feb. 9 - March 2    (15)
I     Oct. 5 - Oct. 27    (14)	R     March 5 - March 22 (14)
J     Oct. 28 - Nov. 17    (14)	S     April 2 - April 23    (15)
K     Nov. 18 - Dec. 12    (14)	T     April 24 - May 14    (15)
L     Dec. 13 - Jan. 17    (14)	U     May 15 - June 5    (15)

*This schedule may be altered if snow days are used and/or work days are lost due to standardized testing.      \*ISAT*

**BMS CLASS SCHEDULE** \*This schedule may be subject to change

<b>M-T-TH-F</b>	Warning Bell:	7:51		<b>WED.</b>	Warning Bell:	7:51
1st PERIOD	7:55-8:41			1st PERIOD	7:55-8:37	
2nd PERIOD	8:45-9:31			2nd PERIOD	8:41-9:23	
3rd PERIOD	9:35-10:21			3rd PERIOD	9:27-10:09	
4th PERIOD	10:25-11:11	<b>6th Advisory</b> 10:25-10:55 <b>6th Lunch</b> 10:58-11:30		4th PERIOD	10:13-10:55	<b>6th Advisory</b> 10:13-10:43 <b>6th Lunch</b> 10:46-11:16
5th PERIOD	<b>6th Grade</b> 11:34-12:20 <b>8th Grade</b> 11:15-12:01	<b>7th Advisory</b> 11:15-11:45 <b>7th Lunch</b> 11:48-12:20		5th PERIOD	<b>6th Grade</b> 11:20-12:02 <b>8th Grade</b> 10:59-11:41	<b>7th Advisory</b> 10:59-11:29 <b>7th Lunch</b> 11:32-12:02
6th PERIOD	12:24-1:10	<b>8th Advisory</b> 12:05-12:35 <b>8th Lunch</b> 12:38-1:10		6th PERIOD	12:06-12:48	<b>8th Advisory</b> 11:45-12:15 <b>8th Lunch</b> 12:18-12:48
7th PERIOD	1:14-2:00			7th PERIOD	12:52-1:34	
8th PERIOD	2:04-2:50			8th PERIOD	1:38-2:20	

**LATE START SCHEDULE**

<b>M-T-TH-F</b>				<b>WED.</b>		
1st PERIOD	9:30-10:05			1st PERIOD	9:30-10:01	
2nd PERIOD	10:09-10:44			2nd PERIOD	10:05-10:36	
3rd PERIOD	10:48-11:23			3rd PERIOD	10:40-11:11	
4th PERIOD	11:27-12:02	<b>6th Advisory</b> 11:27-11:42 <b>6th Lunch</b> 11:42-12:12		4th PERIOD	11:15-11:46	<b>6th Advisory</b> 11:15-11:30 <b>6th Lunch</b> 11:30-12:00
5th PERIOD	<b>6th Grade</b> 12:16-12:51 <b>8th Grade</b> 12:06-12:41	<b>7th Advisory</b> 12:06-12:21 <b>7th Lunch</b> 12:21-12:51		5th PERIOD	<b>6th Grade</b> 12:04-12:35 <b>8th Grade</b> 11:50-12:21	<b>7th Advisory</b> 11:50-12:05 <b>7th Lunch</b> 12:05-12:35
6th PERIOD	12:55-1:30	<b>8th Advisory</b> 12:45-1:00 <b>8th Lunch</b> 1:00-1:30		6th PERIOD	12:39-1:10	<b>8th Advisory</b> 12:25-12:40 <b>8th Lunch</b> 12:40-1:10
7th PERIOD	1:34-2:09			7th PERIOD	1:14 -1:45	
8th PERIOD	2:13-2:50			8th PERIOD	1:49-2:20	

## GENERAL INFORMATION

### Advisory

Students are assigned to an advisory period to which they will report at designated times. The basic purpose of advisory activities is to offer guidance activities, promote extra class activities, report student council news, receive pertinent announcements, and fill out required forms. Student announcements will be read daily. Announcements will be posted on the Commons' plasma TV.

### Asbestos Management Plans

District 220's Asbestos Management and Inspection Plans are available for public inspection in the main office of each school. Any interested person may view these plans by contacting the building principal. As these documents are difficult to interpret, any person desiring additional information should contact the District office at 381-6300 X131. Residents may obtain copies of any page(s) of the plan(s) by requesting same in writing and paying a copying fee of ten cents (10 cents) per page.

### Use of Pesticides

If your child has a sensitivity or allergy to pesticides, please call the school nurse in order to be placed on a registry for notification. Parents and guardians of students on the registry will be notified before pesticide application.

### Emergency School Closings

School closings because of unforeseen circumstances, such as heavy snowfall, will be announced on radio stations WBBM, WGN, WRMN and WIVS between 6:30 A.M. and 8:00 A.M. **[Parents will be notified by an automated phone instant alert system for school closings, late starts, and early dismissals.]** Please be sure to supply the registrar's office with all telephone and cell numbers you would like automatically notified. Reopening of school will not be announced, but the closing announcement will be made each day as necessary.

### Emergency Drills

Emergency drills are important safety precautions and are required by law. They will be held at regular intervals. One lockdown drill will be performed during the school year. When a signal is heard, it is essential that students are completely silent and promptly follow the instructions. In the event of a storm warning or civil defense warning, no child will be dismissed early unless the parent or guardian comes in person to the school for the child.

### Locker Assignments

1. The ownership of the locker is maintained by the school district, and the student is granted use of the locker solely in accordance with these regulations.
2. The only items that may be placed in lockers are articles of clothing, school books and supplies, lunches, and personal items including cell phones and musical electronic devices which are in line with school rules.
3. Students are not to deface lockers in anyway including writing, marking, placing stickers or pictures inside or outside the lockers. Decorating lockers for birthdays or other special occasions must be done prior to the start of the school day and no balloons may be utilized.
4. The school is not responsible for lost or stolen property.
5. Locker assignments are made by the Assistant Principal. Students may not use padlocks in place of a built-in combination lock.
6. Students who lose or forget the locker combination are to go to the Assistant Principal's office.
7. Students are responsible for keeping their combinations confidential.
8. The assignment of a locker to a student and use thereof by the student, is made subject to the right of the school administration to have access to the locker at any time. (See Search and Seizure below)

### Search and Seizure

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 may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, backpacks, book bags, lunch bags, etc.) . "School authorities" includes school liaison police officers.

### Lost and Found

Students who find articles are asked to bring them to the front office, PE office, or school lost and found in the Commons where they can be claimed by the owner.

### Lunch Programs

All district schools provide a Type "A" lunch program. Nutritional value and balance is carefully planned. A district-wide parent advisory group assists in menu planning. Lunch, milk, and various a la carte items can be purchased in the cafeteria. Lunches may also be brought from home. All students must remain on school grounds during lunch time. Parents may bring special lunches for their children only. Students are encouraged to use their ID card to purchase items in the cafeteria. The meals program account can be replenished by sending cash or a check to Prairie Campus; ATTN: Sodexo Food Service. Please include the student's name and ID number. Parents can also check the status of their child's account and add funds with a Visa or MasterCard (using Parent Home Access) at <http://alphaweb.cusd220.lake.k12.il.us/scripts/wb1200.exe>. A student's meals program card will be deactivated if it has a negative balance greater than \$10.00. However, before this happens, weekly notices will be sent via email or the U.S. Mail to inform parents that their child's account is approaching or has a negative balance. The card will be re-activated once there is no longer a negative balance. Until that time, students may still purchase items in the cafeteria but will be required to use cash to pay for their meal. In addition, students will still be able to use their cards for all other activities (i.e. library book check-out and co-curricular events).

### Media Center - Hours before school: Mon. - Fri. 7:15 - 7:45; Hours after school: Mon., Tues., Thurs. 3:00 - 4:20

Students at all Barrington Middle Schools have the opportunity to use the Media Center as needed for assignments. Students may come to the

**Parking on School Grounds**

Prairie Campus parking is permitted in designated areas only.

**8th Grade Recognition Assembly**

Eighth grade students are recognized for their achievement in a year-end assembly conducted during an evening of the final week of school. Parents are invited to attend. This is a dress up day for eighth graders.

It has been traditional not to conduct an 8th grade graduation ceremony at Barrington Middle in Unit School District 220. Students move on to the 9th grade building in a manner similar to coming to Middle School from the K-5 schools.

Those students who have committed severe acts of gross misconduct, or do not meet the requirements for completing 8th grade (no more than 3 cumulative failing grades) may not be eligible to participate in the end of the year 8th grade Recognition Assembly.

**Registration Fees**

A materials fee established annually by the Board of Education will be required upon registration of each student. Barrington Middle School fees are as follows:

<b>Required Fees</b>	
Student ID Card Fee.....	2.00
Material Fee .....	162.00
Technology User Fee.....	61.00
Co-Curricular Fee .....	51.00
PE Uniform (Grades 6 and those 7 & 8 Grade students who have lost their uniforms....	20.00
<b>Optional Fees</b>	
P.T.O. (Per couple, includes directory) .....	15.00
Yearbook .....	25.00
Instrumental Music (Band and Orchestra students).....	51.00

Additional fees may be charged in those courses in which materials are issued for individual student use or consumption. The Superintendent may provide, from district funds, the materials fee for indigent students or for students whose parents are receiving ADC. Students under the D.C.F.S. or any foster home placement agency shall have fees waived. Upon appeal to the Superintendent or his designee, additional fees may be waived.

A low cost accident policy shall be offered to all students and shall be optional. The insurance shall be placed with a company approved by the Board of Education. Students will be responsible for payment for loss of books, damage to equipment, furnishings and building resulting from their careless usage, misconduct or violation of instructions or established rules and regulations. Students are expected to pay levied library fines and charges assessed because of loss and extreme wear and tear of school property. A pro-rated refund of fees will be made to parents of students withdrawing from school. Students leaving school at the end of the school year and those transferring, dropping out, or graduating must be cleared of all financial obligation to the school before their records are made available.

**Free and Reduced-Price Food Services**

A student’s eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education. At the beginning of each school year, by letter, the District shall notify students and their parent(s)/guardian(s) of: (1) eligibility requirements for free and reduced-price food service, (2) its application process, and (3) other information required by federal law. The superintendent shall provide the same information to informational media, the local unemployment office, and any major area employers contemplating layoffs. Parent(s)/guardian(s) enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information. The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments which prevent identification of children receiving assistance.

**School Building Visitor Policy**

A visitor to the building must have a visitors badge issued by the administration or designee. Classroom visits by students who attend other schools are not permitted, however parents, under the School Visitation Rights Act do have a right to visit classrooms. Parental requests must be made to the administration prior to a scheduled visit.

**School Security**

In order to provide a measure of security the procedures listed below are followed at both Barrington Middle Schools.

1. Except for our main entrance, all doors are kept locked during the school day. **Parents, and visitors are to enter school using the main entrance.**
2. All visitors and volunteers are required to sign in and sign out at the school office and to display badges identifying them

4. Parents are required to notify the school office in writing if the child is to be picked up by someone other than his/her parent. The non-parent may be asked for identification prior to the school releasing the child.

#### **Parent Drop-off of Materials**

**In order to avoid classroom interruption, all materials dropped off at the main office for students will be delivered during the student's grade level advisory period.**

#### **School Safety Dog**

Barrington Middle School employs a school safety dog to facilitate a safe and drug free environment. The entire campus and grounds may be subject to search.

#### **Severe Conditions**

In the event of a tornado or other disaster warning, when children are at home, parents should not send children to school. If the warning comes when children are at school, school personnel will initiate appropriate protective measures. The effectiveness of such measures depends on being able to use the telephone immediately. Therefore, parents should not call the schools at such times. Parents will be notified by an automated phone instant alert system if necessary.

#### **Signs and Posters**

Posting signs and/or posters is prohibited without the stamped approval of one of the administrators. Distribution of handbills, leaflets, and other written materials may be restricted by the school administration as to a designated time and place, such as periods after school, to the extent that such restrictions are deemed necessary to prevent interference with the school program.

#### **Student Insurance**

Information on student insurance for school time and 24 hour coverage will be available from the Counselor's Office. Purchase will be on a direct pay basis with the insurance company.

#### **Testing Program**

Children enrolled in the Barrington Middle Schools are given Achievement Tests and Standardized State Tests in the fall and spring. Parents are urged to avoid scheduling conflicts with these test dates.

#### **Traffic at Schools**

Parents are urged to exercise extreme caution in driving near the schools. Students often forget what they have been taught about pedestrian and bicycle safety, and it is the responsibility of the driver to anticipate the mistakes of children.

### **PTO**

All parents are invited to join the PTO of each Barrington Middle School. The PTO meetings are monthly, usually the 1st Tuesday of each month. Check the student directory for exact dates. Nominal yearly dues are paid at registration or anytime thereafter. Our PTO organization also publishes a student directory. Copies are available at the front office. For more information check the Prairie website and/or school directory.

### **COMMUNICATION**

Parents are encouraged to contact teachers whenever they have a question about a student's program or progress. Parents wishing to contact a teacher may call during school hours and leave a message for the teacher. Parents can also contact teachers by e-mail, which can be accessed through Prairie website. Likewise, teachers may contact parents whenever they feel that student progress or conduct is in need of improvement. This may be done through the use of progress reports mailed home or phone calls to the parent.

#### **Good News Notes**

Good News notes may be mailed home when a student has done a particularly good job in class or when significant improvement is shown. We hope that parents will express their satisfaction to the student when these notes are received.

#### **Parent Teacher Conferences**

The purpose of reporting student progress is communication about our mutual concern - your child. This communication takes place a minimum of two times in each school year in the form of parent-teacher conferences or the issuance of report forms. Parent-teacher conferences have three functions: (1) to report a child's progress to the parents, (2) to give parents the opportunity to report their observations of their child's progress to the teacher, and (3) to provide an opportunity for the teacher and parents to make plans on behalf of the child for the coming weeks. Parents will have the opportunity to attend one parent-teacher conference during the school year; however, additional conferences may be initiated by the teacher or the parent at any time when either feels such a conference is advisable.

## GRADES

All final grades are recorded and placed in the student's cumulative folder. We suggest that the parent talk over the grade report each quarter with the student. If there are any particular needs which are indicated by the grades on the card, parents may wish to contact the teacher, counselor, or one of the principals. All grades are computed for use by the National Junior Honor Society and for the Honor Roll.

The grading system used is based on letters, A, B, C, D, F, I, and M. A general interpretation of these grades would be:

- |                                      |                              |
|--------------------------------------|------------------------------|
| A. Excellent, Superior Work          | F. Failure - Unsatisfactory  |
| B. Very Satisfactory - Above average | I. Incomplete Work           |
| C. Average                           | M. Medical                   |
| D. Below Average                     | N. New Student/Not Evaluated |

A student who has been absent and has not completed work may receive an I. The student will have a day-and-a-half for every day absent due to illness to make up the work. The grade may be changed to an F if work is unsatisfactory or incomplete.

### Honor Roll

Each quarter marking period, an Honor Roll will be published in The Daily Herald and in The Barrington Courier Review. To be listed on the Barrington Middle School Honor Roll, a student must have a B average of all the courses in which he or she is enrolled. The grade point equivalent of B is 3.0. The numerical equivalent for each letter grade is as follows:

A+, A, A-	=	4.0
B+, B, B-	=	3.0
C+, C, C-	=	2.0
D+, D, D-	=	1.0

### Promotion or Retention

Placement, promotion, or retention shall be made by the Building Principal in the best interest of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of alternatives.

Retention procedures will be implemented when a student's academic achievement is below a 1.0 (D), grade point average and/or repeated failing grades. Retention may also be considered for social or emotional reasons, or at the request of a parent.

When any alteration in a student's normal progression through school is contemplated, all factors must be considered. Quantitative measures such as age, physical size, ability, and level of academic achievement shall be supplemented by a qualitative assessment of his/her motivation, self-image, and social adjustment.

When retention or acceleration of a student is being considered, the teacher and principal shall use the expertise of other professional personnel, and the support of the parents shall be solicited before a decision is reached.

### Progress Reports

Midway through each grading period, a Progress Report will be mailed home if a student is receiving a C- or below in a class. The notice includes teacher comments relative to student performance. Upon receipt of such a less than satisfactory report, parents are encouraged to contact the teacher of that class.

## ATTENDANCE

### Required Attendance

Students shall be required to attend school regularly and punctually as prescribed by state statute. Absences of pupils shall be investigated by the building principal and/or the assistant principal. The building administrator shall file notice of truancy with the student's parents to effect compliance with the compulsory attendance law of the State of Illinois.

Any student who is absent 18 days from school must bring in a Doctor's excuse for any additional absences. The Illinois School Code (Section 26-2a) considers missing 10% of the school year as excessive, unless there are extenuating medical problems.

Any student who is ill for five or more consecutive days, may be required to bring in a Doctor's excuse.

### Definition and Explanation

In accordance with The School Code of Illinois, regular attendance in school is legally required and is essential if a student is to make full use of the educational opportunities the District offers. Parents, guardians, or those having legal custody or control of students are responsible for their children's school attendance.

Student absence from school may be excused only for the following reasons:

- |                                     |  |
|-------------------------------------|--|
| 1. personal illness                 | 4. family emergencies                                    |
| 2. bereavement                      | 5. observation of religious holidays                     |
| 3. quarantine by the administration | 6. other written requests pre-arranged by administration |
|                                     | 7. doctor appointments                                   |

Students granted an excused absence shall be given appropriate help by the teacher in order to make up and receive credit for the missed work.

### Extended Illness

Work for students who are ill for more than two days is coordinated through the team office. A request for assignments can be collected at the main office the end of the following day. Whenever possible, students are allowed 1 1/2 days for every day of absence to make up missed work due to illness. This is for all subjects including P.E., Foreign Language, and Arts & Tech.

### **Homebound Tutoring**

Students who are ill and/or absent for at least 10 consecutive days may receive homebound tutoring through the Special Education Department. Parents are responsible to complete appropriate forms to initiate the tutoring. Contact the Assistant Principal of Curriculum and Special Services for information.

### **Pupil Sign-out**

Students excused from school during the school day must have a note or phone call from a family member and must be signed out by the family member in the office. Parents should come to the office to pick up students so as not to disturb the classroom. As much advance notice as possible would be appreciated in case of dismissal. If the child returns that day, it is necessary to sign in at the office.

### **Reporting Student Absences**

Parents/guardians are expected to call Prairie Campus at 304-3990 to report all student absences. Calls should be made between 7:30 A.M. and 9:00 A.M. on each day of the student's absence from school. Parents of children who do not appear at school by 9:00 A.M. and who have not been reported as being late or absent on that day, will be phoned to notify them of the child's failure to appear at the school. Two phone calls will be placed on behalf of each child.

### **Students Arriving Early to School**

We ask that students do not arrive at school until 7:40 a.m. If they do, they must wait in the foyer area until 7:45 a.m.

### **Students Arriving Late to School**

Students who are late to school must check in at the Attendance Office. Parents delivering their child to school have the responsibility of ensuring that these students arrive on time for their 1st period class. If a student is tardy (late to school), he/she must have a note from a parent in order for the tardiness to be excused. Frequent tardiness to school, excused or unexcused, may result in administrative involvement or disciplinary action. Reasons for excused tardies are consistent with those listed under the student attendance section of the handbook. An admit slip will be given to each tardy student.

### **Tardiness**

Tardiness (late to class), is defined as when a student is not in his/her seat when the bell rings at the beginning of each class period. If a student has a pass from a teacher or other school personnel, he/she is excused for being late to class. Students who are tardy for a third time to class per a quarter will receive a major detention. The 4th tardy during a quarter will result in a 2nd major detention and the 5th will result in a Saturday consequence.

### **Class Absence**

Failure to appear in a class without an approved note from the main office is an unexcused absence. Students will not receive credit for class work missed. State Law and Board Policy on truancy control will be used with chronic and habitual truants.

### **Truancy**

Truancy is defined as: any unexcused absence from school. Students who are truant will not receive credit for class work during the unexcused absence. Students who return to school after an absence and who have not had the absence reported by phone to the attendance office will be considered truant. An automated letter will be generated and sent to parents when student are absent at 10 days, 15 days and 18 days.

## **ATTENDANCE AREAS**

### **Assignment of Students to Schools**

It shall be the responsibility of the Board of Education to review and approve school boundary lines and classroom utilization plans for assignment of students to school attendance centers.

Normally, a child is expected to be enrolled in the attendance center in which his/her parents or legal guardian reside. In these cases, Board Policy 8510-Transportation shall be in force. Students may be assigned to a school other than their designated attendance center when class enrollment exceeds the district average for that grade level. In these cases, transportation will be provided without cost to the parent.

Requests for exceptions to the assignment of students to the attendance center in which they reside may be initiated by the parent or legal guardian. A letter to the Superintendent of Schools must be submitted requesting such exception and must state the reason for the request. Requests must be made annually and, subsequent to the first request, they must be made prior to the start of the school year.

In an attempt to arrive more adequately at a decision regarding the reassignment request, the Superintendent shall discuss such requests with the school principals and other personnel. Transportation will be furnished by the parent in cases where parental requests for reassignment are approved.

### **Transfer to Another School**

A clearance sheet will be given to the student whereby the student will clear each class, returning school books or paying for lost books. Inform the registrar of any transfer with as much notice as possible. The student must also pay any financial obligations due for materials used in class. The student must also return any books he/she may have checked out with the school Media Center. When all the above is done, the pupil must return the clearance sheet to the Counselors office.

## TRANSPORTATION

### Transportation Policy

Students enrolled in grades K-12 will be transported to and from school if they live more than one and one-half miles or more from the school they attend. There will be no charge for this transportation. Students who live LESS than one and one-half miles from the school they attend will NOT be transported, unless they choose to purchase bus service if space is available. Information will be sent to those not eligible for free bus service during the month of September.

### Bus Conduct Policy

School bus riders, while in transit, are under the jurisdiction of the school bus driver. All students may be assigned seats. Seating changes may be made by drivers and administrators if necessary. Problems with conduct will be handled as follows:

1. If the student's behavior is objectionable, the driver will intervene to stop the behavior. (See bus rules)
2. Should objectionable behavior occur again, the driver will complete a conduct report and send it to the Assistant Principal, who will address the incident and assign appropriate consequences.
3. A third infraction of regulations or any single major infraction may bring about denial of bus services for a designated period of time. A disciplinary report will be sent home to confirm this action. A parent conference may be convened if it is felt necessary.
4. Further infractions will result in longer or total denial of bus services. If the conduct problem is initially extreme, then steps 1 and/or 2 may be passed over.

### Electronic Recordings on School Busses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity.

### Bus Rules

Following are the transportation rules for pupils. Parents and students are responsible for the behavior of pupils on school buses. If a child's behavior is not acceptable, the privilege of riding the bus may be withdrawn, and it becomes the responsibility of the parent to transport the child. Parents are requested to read these rules and to discuss them carefully with the children.

Most of the buses are loaded to legal capacity. Only those students eligible for regular transportation are permitted to ride the bus. Parents may request permission for their student to ride another bus for school purposes or if students need to stay at another home due to parents being out of town, if the request is in writing and given to the Assistant Principal prior to the student's first period class. Permission is usually granted if there is available seating on the bus and there has been no previous bus behavior concerns with that student.

1. Students who have to cross the road to be picked up should look carefully in all directions from which traffic may come before crossing.
2. Students who have to walk some distance to meet a bus should walk on the side of the road facing the traffic. While waiting for the bus, they should not stand or play on the highway.
3. Students should not extend their hands, arms, head or bodies through the bus window.
4. Windows in the school bus will not be lowered beyond the safety mark.
5. While being transported to and from school, students must know they are under the authority of the school bus driver. Refusal to obey rules will, of necessity, be reported to school officials.
6. Students must be on time for the bus both morning and evening.
7. Students must not make an attempt to get on or off the bus while it is in motion. If necessary, the students must occupy seats assigned by school officials or the bus driver.
8. Students must not leave the bus on the way to or from school/home without the written request of student's parent, and the approval of one of the administrators.
9. Students may converse in normal tones, but loud or profane language is prohibited. Unnecessary conversation with the driver is prohibited.
10. Students should be courteous at all times to the driver, to fellow students, and to all persons along the route.
11. Glass containers, live animals, and other objects which might prove hazardous may not be carried on the school buses.

### Activity Buses

An activity bus will also be provided on Monday, Tuesday, Thursday and Friday for students who stay after school for activities, athletics, or to do work with a teacher. Students who leave the school grounds should not expect to return to school to ride the activity bus. The bus leaves at 4:30 P.M. An activity bus also will be scheduled to leave at 4:30 P.M. on some Wednesdays when needed. Because there are only six activity buses, drop off points will not be the same as they are for regular routes. Students who ride the activity bus home need to follow the same bus procedures and rules as they would on the regular bus runs. However, students must have an activity bus pass, filled out legibly, prior to boarding an activity bus. Also, student misconduct while riding an activity bus may result in loss of activity bus privileges.

## STUDENT RULES OF CONDUCT

One of the core values of Barrington Middle School is the maintenance of a pleasant, orderly, supportive and respectful atmosphere, mindful of the diversity found in the school and the society that nurtures it. To achieve this demands a spirit of cooperation among students, teachers, parents and administrators, which promotes a school climate conducive to efficient and effective learning. As such, this discipline procedure should be reviewed by all students and their parents. The rights and/or behavior of any individual student should not extend to a point that impairs the opportunity for

### STUDENT RIGHTS

Students have a right to:

- a meaningful learning experience through an appropriate and challenging curriculum.
- a school climate free of violence and disruption.
- a written code of discipline clear and concise.
- be disciplined in a humane and appropriate manner.
- knowledge of the reasons for any discipline which may be administered.
- due process in matters of disciplinary action.

### STUDENT EXPECTATIONS

- Attend all classes each day, be conscientious in classroom work, and take full advantage of the educational opportunities available.
- Respect yourself and the rights of others.
- Respect other people's property.
- Obey all school rules.
- Be aware of the expectations for student behavior and accept responsibility for functioning successfully within these guide-

### **Closed Campus**

Barrington Middle School maintains a closed campus policy. This means that all students eat lunch at school. Students may only leave school with a written excuse for doctor or dentist appointments. In this case, parent or guardian must sign the student out at the main office. Parents that need to take students from school must come into the building and sign them out.

### **Passes**

With the exception of passing times, students in the halls shall have a pass issued by a staff member. Students who abuse the use of passes will lose the privilege of using them.

### **Candy/Food/Gum/Water**

Students shall refrain from eating candy or food in the school except in the lunchroom during the lunch period or in designated areas with teacher permission. Students are permitted to chew gum in the school building and in classrooms at teacher discretion. Students will be permitted to bring clear water bottles to school. They must be kept in a student's locker, but may be brought into the classroom at teacher discretion.

### **Lunchroom Procedure**

Students are expected to:

1. Respect other students and their belongings.
2. Arrive in the lunchroom on time; if late come with a pass from a teacher.
3. Remain in seats during the period and not leave the lunchroom without a pass.
4. Dispose of all waste when finished eating and clean their area and table.
4. Be dismissed by table for the next class by the supervisor.
5. Obey any other rules established by the lunchroom supervisors.

Interventions will be made by lunchroom supervisors as necessary.

### **Littering**

Students are expected to place trash in the containers provided in the halls, lunchroom, and classrooms. The recycle bins should be used when appropriate.

### **Snowballing**

Students shall not throw snowballs on school grounds or at bus stops.

### **Property**

Students are to respect the property of others including that of students, staff, and school. In addition, the private property of those living near the school is to be respected. Students should not cut through yards on the way to and from school. The School Board will seek restitution from students and their parent(s)/guardian(s) for vandalism or other student acts which cause damage to school property, grounds, or buses.

### **Following Directions**

Students are expected to follow the directions of all Prairie personnel. This applies to the classrooms, halls, restrooms, lunchroom, media center, out-of-doors on school property, on field trips, and at co-curricular events.

### **Classroom and Hall Behavior**

1. Students shall be courteous to each other, to all school personnel, and to visitors in the building.
2. Students shall not use profanity.
3. Actions such as running, tripping, pushing, book dumping, yelling, shouting, and whistling are prohibited.
4. In order to avoid disruption of the learning process, students shall refrain from such things as talking excessively and participating in inappropriate behavior (arm wrestling, using spit-balls, etc.)
5. Students are expected to walk and enter and exit to the right of the halls.
6. Students shall refrain from congregating at lockers, in the halls, and in restrooms.

### **Classwork**

Students are expected to report to class with required materials, and to do all their own work, unless directed otherwise.

### **Academic Honesty**

All students are held accountable for the quality of their own work. Our academic community believes very strongly that students are responsible for creating work that is the product of their own original thoughts and ideas. Any student who takes credit for work that is not his/her own, or who fails to give credit to the proper source, or who creates for, or shares work with, another student has committed plagiarism and is subject to disciplinary consequences. (Refer to page 35 in "Style Manual and Handbook for Research" for details).

### **Character Education**

At Barrington Middle Schools, we continue to integrate character education dialogue into our daily teaching and conversations with our students. Throughout the course of the year, our counselors will be facilitating classroom activities and discussions with the students that will focus on specific team building and character related topics. In addition, each month will have an assigned character education theme with planned activities that will reinforce the concepts. Our students and staff have selected the following characteristics to be the focus of our monthly themes: Respect, Trustworthiness, Citizenship, Caring, Acceptance, Responsibility, Integrity, Fairness, and Determination. Lastly, our Character Committee will provide activities for students that will be integrated into advisory time. Activities may include role playing, group discussion, team building, individual sharing, and organized efforts to help those in need. Please work in conjunction with the school to reinforce conversation and support the associated activities.

## After School Activities

Students who are in the building after school must be there for a specific activity and should have a ride pre-arranged prior to staying after school. Students failing to comply with these guidelines will lose the privilege of staying after school for a designated period of time. Students may not leave the building after school and return to take the activity bus home. Students who are staying after school are expected to be checked in and supervised by their teachers/coach/sponsor/ no later than 3:00 p.m.

## Policy and Procedures Concerning Computer Use

In the Barrington Middle Schools students and staff have appropriate access to computers in several places within each building. These computers are used by classes or by individual students. A variety of software is available for writing, math, science, social studies, foreign language, general research, creating electronic presentations, keyboarding, etc. A lab of computers is available in each building and is used primarily by classes under the supervision of their teachers.

Each student has access to a password-protected personal folder on a fileserver in which they may save their work. This personal student folder is for documents only and NOT for applications (programs, games, etc.) The personal folder of each student is his or her responsibility and students are completely responsible for everything contained in the folder. Students may save work on USB flash drives that are in good condition in order to move files between computer systems they have at home and their personal folder at school. We use Microsoft Office Suite; students wishing to save documents and projects must use software that is compatible with our application software. (Please see the middle school web sites for further information on technology.)

Students receive their password at the beginning of school. Passwords should never be shared with others. Logging into the network account of another student is not allowed and will not be tolerated. Inappropriate use of computer systems or the network may result in a loss of access and/or other disciplinary action.

**Saving Your Work Between Home and School:** At school, students are often reminded to save their computer assignments to their "P" drive on the school's network server, which is backed up daily. The "P" drive can not be accessed from home, so if a student needs to work on the computer assignment at home, he/she needs to copy the file(s) on to a jump drive. When students work on assignments on their home computers, this can sometimes present challenges due to hardware or software incompatibility between school and home computers. Therefore, files from a student's home computer need to be saved in a format that will be compatible for use at school. At Prairie we use Microsoft Office 2003. When students work at home they may be using a program with a different file format, such as Office 2007, Apple iWorks, or Open Office. To guarantee these various file formats can be opened at school, but sure to "SAVE AS" or *export* the file for compatibility with **Office 2003**.

**Media Projects:** If creating a video project at home, students are reminded that Prairie is on a PC platform and projects created on a MAC or with other video editing software need to be saved as a .mov, .avi, .wmv, .vlc, .divX or .mp3 for audio.

## Home-Based Web Sites

While home-based student web sites and other uses of home-based computers are regarded as a benefit to a student's computer literacy, the student needs to be aware of the following:

The use of a home-based or other off-campus computer such that the use results in material and/or substantial disruption to the school and/or a true threat will constitute grounds to investigate whether the use violates applicable law or district rules. Should such misuse be determined, the school will implement appropriate consequences as defined in the Acceptable Use Policy and the student discipline code.

Given that school computer use is a privilege, such violations may result in suspension, expulsion, or other discipline, as noted, based on the seriousness of the offense's impact or the threat's ability to have caused material and/or substantial disruption were it carried out.

If a student's off-campus conduct materially or substantially disrupts or poses a true threat and interferes with the school's educational functions, the student can be disciplined. This includes students who use off-campus web sites to perpetuate such conduct or poses a true threat to staff, students, or the school. Students will be subject to school discipline and possibly criminal charges.

## NETWORK AND INTERNET USE

The Board supports the use of the Internet as a part of the computer network in the district's instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research and collaboration. The use of the Internet and network facilities shall be consistent with the curriculum adopted by the Barrington Community Unit School District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

The electronic information available to students and staff does not imply endorsement of the content by the Barrington Community Unit School District, nor does the school district guarantee the accuracy of information received over the Internet. CUSD #220 shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet including, but not limited to data (graphic, video, sound, text, etc.) Only the authorized owner of the account will use network accounts for its authorized purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users.

Barrington Community Unit School District reserves the right to log network use and to monitor fileserver space utilization and activity by users, including online activities of minors. The district shall make every effort to ensure that students and staff use this educational resource responsibly. Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet educational goals.

The Board establishes that use of the Internet is a privilege, not a right. Inappropriate, unauthorized, or illegal use of the Internet will result in withdrawal of Internet privileges and appropriate disciplinary action. Students and staff have the responsibility to respect and protect the rights of every other user of the Internet in the district. The building administrator shall have the authority to determine what inappropriate use is, and his/her decision is final.

**Prohibitions:** Students and staff are expected to act in a responsible, ethical manner in accordance with district policy, accepted rules of Internet etiquette, and federal and state law.

2. Use of the Internet or network for commercial or for-profit purposes.
3. Use of the Internet or network for non-work or non-school related work
4. Use of the Internet or network for product advertisement or political lobbying.
5. Use of the Internet or network for hate mail, discriminatory remarks, and offensive or inflammatory communication.
6. Unauthorized or illegal installation, distribution, reproductions, or use of copyrighted materials.
7. Use of the Internet to access sites that contain visual depictions that are obscene, contain child pornography, or are potentially harmful to minors.
8. Use of student electronic mail, unauthorized chat rooms and/or other forms of direct electronic communication for non-educational purposes. Student e-mail and chat rooms will only be permitted if part of a specific class activity and will be monitored by the respective instructor.
9. Students are prohibited from creating, distributing, and/or accessing at school any publication that 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, or sexting as defined by School Board Policy 7:310.

**Consequences for Inappropriate Use:**

1. All users will be held financially responsible for damages to equipment, systems, and software resulting from deliberate or willful acts.
2. Illegal use of the network and/or Internet; intentional deletion or damage to files belonging to others; uploading or creating computer viruses; copyright violations and theft of services will be reported to the appropriate legal authorities for possible prosecution. Loss of access and other disciplinary actions may be consequences for inappropriate use in violation of this or any other School District Policy.
3. A violation of this policy is an offense subject to student and/or staff member discipline.

Copyright: The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the Internet shall be subject to "fair use" guidelines.

**Clothing and Grooming**

Students are expected to keep themselves well groomed and neatly dressed at all times. Any form of dress or grooming which is considered disruptive to the educational process is not permitted. In situations where student dress presents a problem, students who will be required to change into acceptable clothing. Students who continue to violate the dress code will receive further consequences. We ask parents and students to become involved in supporting a level of dress that helps to promote a good atmosphere for learning. Through our health curriculum and in cooperation with the community programs, we share in the effort of prevention and education regarding drug and alcohol use and abuse among school age children. In view of this effort, the school does not view as appropriate dress clothing that advertises drugs or alcoholic beverages. Articles of clothing that are considered inappropriate are, but are not limited to, hats, hoods, overly revealing clothing which includes, but is not limited to: skirts/skorts that are above mid-thigh length, short shorts, spaghetti strap tops, bare midriffs, exposed undergarments, pajama pants, and dangerous/disruptive accessories. Any clothing that tends to interrupt the educational process and/or is demeaning to self or others is also considered inappropriate. Outerwear (jackets) may be brought to school, but during the school day must be kept in the students' lockers, and not carried around or worn during school hours.

## Harassment / Bullying

Consistent with School Board Policies 7:20, 7:180, and 7:190, no person shall harass, intimidate, or bully another based upon race, color, nationality, sex, sexual orientation, ancestry, age, religion, creed, physical or mental disability, gender identity, of being homeless, or other protected group status. The District will not tolerate at school, on school property, or at school activities, harassing, intimidating conduct, or bullying whether verbal, physical, visual, or electronic/digital in nature that affects tangible benefits of education, that unreasonably interferes with a student's educational performance or that creates an intimidating, hostile, or offensive educational environment. It is a violation of this policy for anyone to harass a student or to retaliate against anyone who in good faith complains of harassment or participates in proceedings or investigations to resolve such complaints. It shall also be a violation of this policy for an employee or student to sexually harass a student or to retaliate against any student who reports or cooperates in the investigation of alleged sexual harassment. Examples of prohibited conduct include but not limited to touching, name-calling, crude jokes, derogatory slurs, spreading rumors related to a person's alleged sexual activity, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. These policies may be referenced in the School Board Policy Manual on the District 220 Website([www.barrington220.org](http://www.barrington220.org)), under the Board of Education tab. A parent/guardian will be contacted when harassment of any form has taken place.

Any student who feels he or she has been harassed or "bullied" should report the complaint by:

1. Directly telling the alleged harasser to stop his/her offensive behavior.
2. Complaining to a teacher, administrator, counselor, or the Office of Human Resources. Instances of bullying may also be reported using the Online Bullying/Harassment Report Form found on the Prairie Campus website ([www.barrington220.org/prairie](http://www.barrington220.org/prairie)).

The entire policy may be obtained from the Office of Human Resources (847)381-6300.

Nondiscrimination Coordinator: Ms. Mary Dudek, Asst. Superintendent of Human Resources

## Gangs

All gang representation and activities are strictly prohibited.

## Fighting

Fighting is prohibited. This includes going to and from school, on buses and at bus stops. Any student involved in a fight should expect to receive a disciplinary consequence regardless of who started the fight. Any student who ignores a request by a staff member, who identifies themselves as such, to stop fighting will be subject to further disciplinary procedures beyond the fighting violation. Any contact with a staff member who is attempting to stop a fight shall be viewed as a separate disciplinary violation.

## Possession of Inappropriate Items

Students shall refrain from possessing or bringing to school items that are dangerous to oneself or others and/or items deemed inappropriate at school. These items include, but are not limited to, toys, electronic games, radios, tape/video recorders, cameras, skateboards, roller blades, matches, lighters, tobacco/tobacco products, fireworks, stink bombs, laser pens, knives or weapons of any kind, alcoholic beverages or alcohol containing products, illegal chemicals, drug paraphernalia, or prescribed or over the counter medications. With prior staff approval, students may bring and use electronic devices for specific class assignments. Items such as walkmans/disc players, IPODS, cell phones turned off, PDA's, MP3 players, and book bags/back packs must be kept in the student's locker, and not carried around or used during school hours. Electronic devices may only be used after school hours and after the student has exited the building. Cell phones and any electronic devices are not to create a disturbance to the educational environment and must be turned off in all other areas of the building. **The device will be confiscated if seen and turned into the office. Parents will then have to pick up said device from office.** The District assumes no responsibility for lost/missing phones or electronic/digital devices.

## Dangerous Weapons Policy and Procedures

Possession or use of explosives, firearms, other dangerous weapons or items intended to cause harm shall be prohibited on school buses, in school buildings, or on school grounds at all times or at any school sponsored events at all times.

A student, who uses, possesses, controls, or transfers a weapon, or any object that can reasonably be considered, or looks like a weapon, shall be expelled for at least one calendar year. A "weapon" means (1) possession, use, control, or transfer of any gun, rifle, shotgun, a weapon defined by section 921 of Title 18, United States Code, firearm as defined in section 1.1 of the Firearm Owners Identification Act, or use of a weapon as defined in Section 24-1 of the Criminal Code, (2) any other object of used or attempted or intended to be used to cause bodily harm, including but not limited to, knives, brass knuckles, billy clubs, or (3) "look alikes" of any weapon as defined above. This applies to on school grounds, in school buildings, on school busses, or at any school sponsored event at all times.

## Smoking

No one is permitted to smoke or use tobacco products in the school building, on or near school grounds, on buses, or at bus stops. By state law, these are smoke free zones.

## Policy and Procedures Concerning Student Chemical Use

Basic responsibility for educating children about the hazards of drug/alcohol use, as well as establishing and enforcing a no-drug/no-alcohol use standard begins at home, and rests with the parents. The Barrington Middle Schools address the issue of chemical use in our society by emphasizing prevention through educational awareness.

The Board of Education of District 220 views the possession and/or use of illegal substances as a significant impediment to student learning and believes that parents and students should be able to expect a school environment free of illegal substances. Any prohibited student conduct regarding using, possessing, selling, or distributing an illegal or controlled substance (tobacco and/or alcohol products, drugs, and look alike drugs) may include, but not limited to, the following disciplinary actions:

Saturday School

Expulsion from school

## SCHOOL DISCIPLINE PROCEDURE

### PARENTS' RESPONSIBILITIES

Parents have a crucial responsibility in the success of the discipline procedures of Barrington Middle School. They must be knowledgeable of the rules and procedures, and be supportive and reinforce the efforts of the faculty and staff to ensure the effectiveness of the discipline procedures. Parents and students need to understand that the intention of any consequence for misbehavior is to prevent the act from reoccurring and/or to protect others from harm. Parents are encouraged to maintain open communication with the staff regarding any circumstances that might cause a student to act inappropriately.

### ADMINISTRATORS' RESPONSIBILITIES

The administrators, as they work through this discipline procedure, will at every stage be concerned with finding causes for misconduct for which the actions of the students are symptoms. It will be the goal to seek and find appropriate help for students who are in need. The Administration will establish the discipline philosophy and procedures for Barrington Middle School. They will also serve as a resource for all discipline related problems. The Principal is the final building-level source of appeal in the Due process procedure.

### STAFF/TEAM RESPONSIBILITIES

Teachers and the teams have direct responsibility for maintaining proper classroom management.

When a student's behavior is questionable, the following teacher/team interventions will be used to deal with the problem:

The Teacher

- confers with the student to stop the misbehavior.
- assigns before, during, or after school consequences.
- contacts parents to discuss behavioral and academic concerns and may assign additional consequences if problems continue.
- consults with the TEAM regarding intervention strategies.

The Team

- confers with the student, and may assign consequences.
- requests a parent conference and/or a student/parent conference.
- contacts the student's counselor for consultation to the team and/or provide direct service to the student.

The teacher/team will determine which interventions and in what order to implement these strategies.

If prior interventions have been found to be ineffective, the TEAM will refer the student to the ADMINISTRATION for further intervention and/or disciplinary action.

Severe Clause: In cases of severe, one time acts of gross misconduct, gross insubordination or substance abuse, teacher/team interventions will be by-passed and the student referred directly to the administration.

### DISCIPLINE

Effective discipline is necessary if a school is to function in the most constructive manner for all students. Through good discipline and self-control, the student can work with the school to form a productive partnership.

Good discipline requires teamwork and is the combined responsibility of students, parents and staff. In fact, the State of Illinois in section 14-8.05 of the ILCS gives permission to all school staff to maintain safety and discipline in the school building and on the school grounds both during school hours and at after school activities, even in the absence of parents and guardians. Teachers in this district are vested with the authority to supervise and to discipline students during the school day and at school-sponsored events. This applies even if the students and teacher do not know each other. If a student's off-campus conduct materially or substantially disrupts or poses a true threat and interferes with the school's educational functions, the student can be disciplined. This includes students who use off-campus web sites to perpetuate such conduct or poses a true threat to staff, students, or the school. Students will be subject to school discipline and possibly criminal charges.

Any violations of the school disciplinary policy by a student will be maintained in that student's temporary record file and will be considered if any subsequent or violation of the same rule occurs as long as that student is enrolled in Barrington Middle School (Note: regardless of whether or not the violations of the same rule occur in different years).

**When a student is suspended, expelled, or withdrawn while facing a suspension or expulsion, Barrington Middle School refuses that student's access to facilities, any activities or functions.**

### LEVEL 1 BEHAVIORS

**Level 1 involve misbehaviors by the student that interfere with orderly classroom, school, or bus procedures. Such misbehavior is usually handled by an individual staff member but sometimes requires the intervention of a counselor/Assistant principal. Examples include but are not limited to the following:**

**Gum chewing/candy use**

**Being tardy to class**

**Disturbing a class**

**Failing to clean up lunch litter**

**Non-defiant failure to complete assignments or carry out directions**

**Using abusive language/general profanity**

**Unprepared for class**

### **LEVEL 1 CONSEQUENCES**

There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. The staff member will maintain a proper and accurate record of the offense and disciplinary action. Disciplinary options include but are not limited to the following:

- Consultation
- Detention(minor, lunch, and/or major)
- Parent conference
- Schedule change
- Verbal reprimand
- Immediate removal from class
- Withdraw of Privileges

### **LEVEL 2 BEHAVIORS**

Level 2 involves misbehavior that, because of its frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of LEVEL 1 misbehaviors, requires the intervention of the assistant principal because the execution of LEVEL 1 disciplinary option has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but which cause educational consequences serious enough to require corrective action part of administrative personnel. Examples include but are not limited to the following:

- Continuation of unmodified LEVEL 1 misbehavior
- Cutting class
- Lying to staff
- Being absent from detention
- Disrespect/Insubordination
- Forging Notes or misrepresenting phone calls
- Harassing/Disrupting another student's Educational rights
- Inappropriate use of technology
- Refusing to identify self
- Truancy
- Use of electronic signaling and electronic devices in unauthorized areas inside building
- Inappropriate bus behavior
- Cheating
- Making Threats/Intimidation
- Possession of inappropriate items(see earlier section in handbook)

### **LEVEL 2 CONSEQUENCES**

The student will be referred to the assistant principal for appropriate disciplinary action. The administrator will maintain a proper and accurate record of the offense and the disciplinary action. Disciplinary options but are not limited to the following:

- Apology to offended party
- Attendance contract
- Behavior contract
- Detention (minor, lunch and/or major)
- Conference
- Parent Conference
- Saturday School
- Assigned bus seat
- Immediate removal from class
- In-school suspension
- Withdrawal of Privileges (school and/or bus)

### **LEVEL 3 BEHAVIOR**

LEVEL 3 usually involves acts directed against persons or property but whose consequences do not seriously endanger the health and safety of others in the school. These acts might be considered criminal, but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake depend on the extent of the school's resources for remediation of the situation in the best interest of all students. Examples include but are not limited to the following:

- Continuation of unmodified LEVEL 2 misbehavior
- Absent from Saturday school
- Bus vandalism/Defacing school property
- Engaging in gang activity
- Fighting
- Gross Insubordination
- Harassment
- Hazing/bullying

**Inappropriate use of technology**  
**Profanity directed towards staff**  
**Stealing**  
**Inappropriate acts toward staff**  
**Inappropriate use of a legal substance including but not limited to inhalants, diet supplements, OTC's, etc**  
**Using/Possessing an illegal substance (drugs, look-alike drugs, alcohol, and or drug paraphernalia)**  
**Vandalism**

### **LEVEL 3 CONSEQUENCES**

The assistant principal initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. The assistant principal meets with the student about the student's misconduct and the resulting disciplinary action. A parent may be contacted. The administrator will maintain a proper and accurate record of offenses and disciplinary actions. Disciplinary options include but are not limited to the following:

**Behavior contract**  
**Financial restitution**  
**In-school suspension**  
**out-of-school suspension**  
**Police referral**  
**Referral to outside agency**  
**Saturday School**  
**Suspension of bus privileges**  
**Temporary removal from class**  
**Withdrawal of privileges**

### **LEVEL 4 BEHAVIORS**

Level 4 Acts involve actions which result in violence to a person or his/her property and pose a direct threat to the safety of others in the school. These acts may be criminal and are so serious that they always require administrative actions, which may result in the immediate removal of the students from school, the possible intervention of law enforcement authorities, and possible action by the Board of Education. Examples include but are not limited to the following:

**Continuation of unmodified level 3 misbehavior**  
**False fire or disaster alarms**  
**Possessing/Using explosive or incendiary devices**  
**Possessing/Using/Transferring dangerous weapons**  
**Presenting a danger to self/others**  
**Theft/Possession/Sale of stolen property**  
**Using/Possessing/Selling/Distributing an illegal substance( drugs, look-alike drugs, and alcohol)**

### **LEVEL 4 CONSEQUENCES**

The assistant principal will verify the offense, confer with staff involved, and meet with students and parents. The student may be immediately removed from the school environment. School officials may contact a law enforcement agency and assist in prosecuting the offender. A complete and accurate report will be submitted to the superintendent for consideration and possible recommendation to the Board of Education for expulsion. Disciplinary options but are not limited to the following:

**Alternative programs**  
**Expulsion**  
**Suspension**  
**Other Board action**  
**Police referral**  
**Referral to outside agencies**

### **CONSEQUENCES**

#### **Minor Detentions**

They will be served at a time designated by the assigning teacher. The length of the detention and how the time is spent will also be determined by the teacher. Minor detentions are for infractions within a classroom but not limited to just the classroom.

#### **Lunch Interventions**

This is a disciplinary consequence that can be applied for minor acts of student misconduct and/or violations of school's disciplinary policy. It is a consequence that is a step up from a verbal warning and a more severe consequence.

#### **L.U.N.C.H**

This is an academic opportunity for students to catch up on homework assignments, during a student's lunch period. The teacher assigns or an individual can choose to attend this intervention.

#### **Major Detention**

A disciplinary consequence that can be applied to instances of student misconduct and/or violations of the school's disciplinary policy that does not require the student to miss any classroom instruction time. Detentions may be issued by a teacher or administrator and will take place from 3:00 until 4:20.

### **Saturday School**

Administration may assign any for, but not limited to, chronic acts of misconduct, single act of gross misconduct, truancy, and dangerous actions to self and/or others. Parents will be notified directly by an administrator both by mail and by phone. Saturday school will start at 8:00 AM and last until noon. Upon completion of an assignment, the student may complete other school work or sit quietly and read a book/magazine. Any disruption during Saturday school or failure to attend Saturday school will result in an additional, more severe disciplinary action.

### **In-School Suspensions/Out-of-School Suspensions**

Suspensions will generally be imposed in cases of severe and/or frequent misconduct of the same nature. Students may not participate in or attend extra-curricular activities while under suspension. The appeal process for suspension is outlined in the parent notification letter. At the time of an out-of-school suspension the student will remain in the office until a parent/guardian or designee comes to pick up the student from school. A parent conference may be required for re-admission.

## **STUDENT RIGHTS IN DISCIPLINARY ACTIONS**

To ensure that the student receives fair treatment in curricular and co-curricular domains consistent with the fundamental requirement of due process, student suspensions or recommendation for expulsion must be made in accordance with the following procedures.

### **Academic Suspensions**

1. A student must be given the opportunity to present information on his/her own behalf prior to suspension. The suspension shall be reported by telephone to the parents or guardians of each suspended student. The Board of Education, through the superintendent of schools, the principal or the assistant principal, shall notify the parent(s) or guardian(s) through the U.S. mail or by personal delivery. A copy of the letter will be sufficient notification to all others. If the situation is such that the physical well being of the student, other individuals, or the property of the school district is in jeopardy, then in such cases the student may be suspended immediately and given an opportunity for a conference as soon as practicable.
2. The letter shall give full statement of the reasons for the suspension and notice to the parents or guardians of their right to review of the suspension. The procedure for review shall be as follows:
  - a. All requests for review shall be made by the parent or guardian within five days after the receipt of notice of suspension and shall be made to the building principal or high school principal, as appropriate.
  - b. The parents or guardian requesting the review may appear and discuss the suspension and may be represented by counsel. Such a meeting shall be held within five days after receipt of the request.
  - c. If, after the initial review, the parents or guardians seek further review, the Assistant Superintendent for Education Programs and Assessments shall meet with concerned parties to review the suspension. The parent or guardian must request this review within two days of the initial review.
  - d. The superintendent may be requested to further review the suspension, if, after the consideration of the Assistant Superintendent of Educational Programs and Assessment, the parents or guardians seek further review. The parents or guardian must request this review within two days of the preceding review.
  - e. A parents or guardian, once having appealed to the superintendent, may request a review by the Board of Education. Such request will be made to the superintendent in writing. The parents or guardian must request this review in writing to the superintendent within two days of the review with the superintendent.
3. A shall be reinstated after suspension only by the principal or principal designee following a parent conference, which may include school personnel. Further continuance in school is contingent upon conduct of the student being consistent with what is expected of good school citizens.
4. A student will be eligible to make up class work while serving a suspension. It is the responsibility of the individual student to obtain the homework assignment from their teachers and arrange for any make-up quizzes or tests. It is the teacher's responsibility to provide the make-up work upon request. Upon completion of this work, the student can earn full credit based on the quality of work submitted. All homework/tests missed during the suspension will be due no later than 3 school days after completion of the suspension. Failure to do so will result in a zero for any home work quizzes, or tests.

### **Expulsions**

Only the Board of Education has the authority to expel a student from school. Depending upon the seriousness and/or frequency of a student's behavior, the principal may recommend to the superintendent that the individual be expelled from school. The superintendent, if in agreement of the proposal, will in turn implement expulsion procedures outlined by School Board Policy 7:210.

**Due Process, Suspension and Expulsion** To ensure that the student receives fair treatment consistent with federal and state laws, student suspensions or recommendations for expulsion must be made in accordance with the due process rights of the individual. These rights are specified by the State Board of Education of the State of Illinois, and can be found in the Illinois School Code.

**CHRONIC VIOLATIONS OF CLASSROOM OR SCHOOL RULES**

A. When a student receives a third (3rd) major detention for a similar violation of classroom or school rules within a one (1) month period, the following action is recommended:

The teacher, team, counselor, and/or administrator will hold a parent conference to discuss the inappropriate behavior, strategies to change the behavior, and the options available if the behavior continues. This conference may include parents, staff, and the student.

B. When a student receives five (5) major detentions from staff for violations of classroom or school rules within a one (1) month period, the following action is recommended:

An administrator will issue a major consequence such as, but not limited to, Saturday detention, in-school suspension, or out-of-school suspension. A parent conference will be held to discuss the inappropriate behavior, strategies to change the behavior, and the options available if the behavior continues. This conference may include parents, staff, and the student. The counselor or administrator will refer the student to the Special Service Team for consideration of additional support services and/or diagnostic testing.

Any student who chronically violates classroom and/or school rules and procedures may not be eligible to participate in school sponsored activities such as, but not limited to, field trips, dances, co-curricular activities, end of the year functions, including the 8th Grade Dance and the 8th Grade Recognition Assembly. The length of ineligibility will be determined by the building administration.

**Special Support Group:** As a pattern of misbehavior appears to be developing, a student may be placed in a special support group through the Counseling Department. If participation in a support group is being considered for a student, parents will be contacted.

**Diagnostic Evaluation:** At any time, the need for special evaluation may be requested. A diagnostic evaluation includes such things as conferences with the student, his or her parents, and the student’s teachers, and will also involve gathering relevant academic, behavioral, intellectual, and historical data. District 220 supportive service personnel may assist in this evaluation; there will be a school-parent conference to discuss the data collected, and to choose a route for the student that has a greater chance of success. Parents should be aware that a diagnostic evaluation may be requested at any time. Parental permission and signature is required.

**Discipline of Special Education Students**

The district shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students with special needs. No special education student shall be expelled if the student’s particular act of gross disobedience/misconduct is a manifestation of his or her disability. Any special education student whose gross disobedience/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 an aggregate of 10 days of school per school year, regardless of whether the student’s gross disobedience/misconduct is a manifestation of his or her disabling condition, except that such student shall continue to receive educational services in accordance with the IDEA during such period of suspension.

Any special education student who has or will exceed 10 days of suspension may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer 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, to a school function, or who knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance while at school or a school function, may be removed from his or her 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.

## DISTRICT SERVICES

### District Procedures for Screening

School District 220 gives notice to parents annually about the District's policies and procedures for providing, speech, language, vision and hearing screening. This notice regarding the policies and procedures for health screenings stands in lieu of individual notification. Parental objection should be made in writing and directed to the principal annually. Any student may be screened for hearing and/or vision on a referral basis.

1. Speech/Language -Students may be screened upon referral.
2. Vision -All pre-school students; Grades K, 2, 4, 8; all special education students; all new students; all teacher/parent referrals. Students wearing glasses will not be screened by are expected to see the eye doctor of their choice at least every two years or as directed by their eye doctor. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination ha been administered within the previous 12 months.
3. Hearings
4. Upon request, speech/language, vision, hearing, cognitive, motor, and social-emotional screening is available to children ages three through five through the early Childhood Program. This is a Special Education Program under Public Law 105-17(IDEA). Additional diagnostic evaluations may be obtained through the Lake-McHenry Regions.

School District 220 will provide services as defined by The Rules and Regulations to Govern the Administration and Operation of Special Education for all students ages three through twenty-one deemed eligible as a result of these screenings.

Parental objections to a proposed service or program should be made in writing and directed to the building principal annually. A copy of A Parents' Guide - The Educational Right of Handicapped Children may be requested from the building principal or the Director of Special Services at the Administrative Office.

### District Specialized Educational Services

District 220 provides a full continuum of services which includes support to standard educational programs, resource rooms and self contained programs. Parent inquiries regarding program offerings, referral procedures, etc., may be directed to the building principal or to the Director of Special Services at the Administrative Office (381-6300).

### District Special Supportive Services

Community Unit School District 220 provides a variety of special supportive services to students, families, school personnel and the community. These include:

- |               |                     |                                 |
|---------------|---------------------|---------------------------------|
| - Bilingual   | - Gifted            | - Psychological Testing         |
| - Counseling  | - Health            | - Home/Hospital Instruction     |
| - Diagnostic  | - Early Childhood   | - Physical/Occupational Therapy |
| - Social Work | - Speech & Language | - Special Education Classes     |

### Extended Program

The Extended Program addresses the needs of high ability students for educational services distinct in nature and content from the existing standard program in District schools. District 220 identifies students for extended classes as those who demonstrate achievement or potential aptitude in general intellectual ability, specific academic aptitude, or performance in visual arts.

Students who have successfully participated in District 220's Extended Math and/or Reading Programs in fifth grade are recommended for continued participation in sixth grade in Extended Math and/or the 6E team (extended reading and language arts). Fifth grade students interested in participating in Extended Art in middle school must produce a portfolio of original art pieces to be evaluated.

Those who have not participated in the Extended Program previously may be eligible based on a combination of the following: standardized test scores, teacher recommendations, work samples. Seventh grade edibility for Extended Math, English, Science and Art classes is based on previous successful participation in 6th grade Extended Programs or through a Review Process.

For further details regarding Extended identification criteria, review, and program overview, please see the Extended Services website listed under Parent Resources on the District 220 homepage.

### Counseling

A program of counseling services is concerned with enabling pupils to better understand themselves and to utilize more effectively their assets and opportunities. The ultimate goal of guidance is self-direction on the part of the individual pupil. This goal is consistent with the goal of educational development of mature, productive, self-reliant and happy students. Professional counselors in pre-school through 12th grade establish a confidential counseling session whereby students may explore problems of an educational, career personal-social nature.

### **Home or Hospital Instruction**

District 220 provides home or hospital instruction to any child with an extended illness. Tutoring would begin with any ten consecutive days of absences. The following qualifications must be met:

- a. Medical authorization signed by a medical physician.
- b. The student's condition will allow for the five hour instruction in a given week.
- c. Educational personnel will determine if the student will benefit educationally from such a program.
- d. Written parental permission.

### **Psychological Services**

Any student that is having difficulties of an academic or emotional nature may be referred to the District's psychologist for evaluation. Parent's permission must be obtained for such service.

A student who is having extreme emotional difficulties may be referred to the district psychologist's office or the Director of Special Services to determine immediate follow-up.

A student whose behavior may be considered dangerous, either to his/her own physical safety or to the physical safety of other students or staff members shall be immediately excluded. Under this definition, homicide, suicide ideation, serious acting out behavior, a serious encounter with the law enforcement officials or an obvious breakdown of contact with reality are examples of this type of behavior.

## **SPECIAL SERVICES**

Though the middle schools are large schools, we are very proud of our ability to monitor all of our student's needs. Teachers suspecting that any child needs extra attention are encouraged to share their concerns with the counselors, who bring that information to the special services team, which meets on a weekly basis.

The middle schools have a number of professionals available within the building to assist with various student needs

### **Counseling Service**

Every student in the Barrington middle schools has been assigned to a counselor.

Middle school counseling services provide counseling to our pupils. A teacher may refer a student. Students may make self-referrals; and parents may refer. The guidance staff may assist teachers in class meetings; give insight into the placement of students in the school program; and help to coordinate the handling of the pupil record appraisal procedure.

### **Health Services**

The goal of health services is to provide and coordinate school health services, for all learners, to achieve excellence. These services include a variety of functions designed to protect and improve students' health and to secure information needed to assist in adapting the school program to meet the student needs.

### **Speech and Language Services**

Speech and Language services are available as a support service to all students with speech and/or language disabilities which interfere with educational or social development. Eligibility for service is determined by an evaluation of a student. If the range of performance is outside of acceptable standards and may prevent full social or educational development, the student is scheduled for speech and/or language services. The Speech and Language program provides evaluation and remediation in the areas of articulation (sound production), language (use of vocabulary and grammatical forms), fluency (language interruptions by repetitions or word additions), and voice (clarity, rate, and quality).

### **Response to Intervention (RtI)/Problem Solving**

RtI/Problem Solving is designed to provide early, effective assistance to children who are having difficulty learning. It is a collaborative effort to develop interventions and/or modifications for students using all available resources and the expertise of all staff.

#### **1. LEARNING DISABILITY (L.D.)/NON-CATEGORICAL, EMOTIONAL DISABILITY (E.D.) AND COGNITIVE DISABILITY (C.D.)/CROSS-CATEGORICAL FULL INSTRUCTIONAL PROGRAMS**

Students eligible for these programs receive instruction and/or support in the content-area classes. The L.D./non-categorical full instructional program provides individualized instruction to help students strengthen academic skills and to assist in the completion of mainstream class assignments. The E.D. full instructional program assists students who exhibit adaptive, emotional, and/or behavioral problems which interfere with educational progress. The C.D./cross-categorical full instructional program provides support to students with a variety of disabilities and/or delays. A great deal of the instruction in this program affords the students an opportunity to apply skills to real life situations. The Individualized Education Program (I.E.P) team determines where a student with disabilities will receive special education services. Students in all of these programs are integrated into mainstream classes, as appropriate.

#### **2. LEARNING DISABILITY (L.D.)/NON-CATEGORICAL AND EMOTIONAL DISABILITY (E.D.) RESOURCE/ STUDY SKILLS PROGRAMS**

Students eligible for these programs receive support designed to assist them with mainstream classroom assignments. Resource/Study Skills teachers support the students by working on given assignments, reteaching material, studying for tests, and

### 3. EDUCABLE MENTALLY HANDICAPPED STUDENTS

Students with mental disabilities are placed in a self contained classroom and receive instruction in the content areas. Whenever possible, students apply skills to real life situations. Students are integrated into mainstream classes as appropriate. This program is housed at Station Campus.

**C.U.S.D. 220 Behavioral Interventions Policy for Students with Disabilities** It is the purpose of this document to outline the policy of C.U.S.D. 220 relative to the use of behavioral interventions with students with disabilities. The fundamental principle of this policy is that non-evasive or positive interventions designed to develop and strengthen desirable behaviors shall be used to the maximum extent possible and are preferable to the use of aversive and restrictive interventions.

The use of positive interventions is consistent with the educational goals of enhancing students' academic, social and person growth. While a positive approach alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student's dignity and personal privacy and adhere to professionally accepted treatment practices. All of the procedural protections available to students with disabilities and their parents under the Individuals with Disabilities Education Act (IDEA), including notice and consent, opportunity for participation in meetings, and right to appeal, shall be observed when implementing and/or developing behavioral interventions.

It is the intent of C.U.S.D. 220 that interventions used with a student with disabilities will incorporate procedures and methods consistent with generally accepted in the field of behavioral intervention. Interventions that are considered non-restrictive are preferred, when appropriate because of the low risk of negative side effects and the high priority placed on behavior change rather than behavior control. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's Individual Education Program (IEP).

Interventions that are considered restrictive may be appropriate during emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions should only be used when a behavioral management plan has been developed by the IEP team and included in the student's IEP. Restrictive interventions shall be used for the minimal amount of time necessary to control the student's behavior and shall be used in conjunction with positive interventions designed to strengthen appropriate behaviors. Interventions that are illegal, such as corporal punishment and expulsion with the cessation of services, shall not be used.

When confronted with an emergency situation in which immediate intervention is needed to protect students, other individuals or the physical site from harm, school personnel may use an intervention that has not been delineated in the student's behavior management plan. The emergency intervention selected shall be the least intrusive to reasonably respond to the situation. When an emergency intervention has been used with a student, the parents or guardians of the student will be notified as soon as possible. In addition, details related to the use of the emergency intervention will be documented.

C.U.S.D. 220 shall maintain a behavior intervention committee to implement the district policy on the use of Behavioral Interventions. In addition, this committee shall monitor the use of restrictive interventions with students with disabilities.

This policy has been developed based on a review of the document entitled "Behavioral Interventions in Schools. Guidelines for Development of District Policies for Students with Disabilities". This document was prepared by the Illinois State Board of Education and is dated June 30, 1994. A copy of these guidelines may be requested from the Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0011.

Administrative procedures related to this policy can be obtained by contacting Connie Simon at 847-381-6300.

## HEALTH SERVICES

### Accident or Illness

First aid may be administered by school personnel in accordance with the provision of the Emergency Health Card. Parents will be notified if further medical care appears to be indicated. In the event of serious illness or injury, paramedics will be called immediately and the parents notified. The responsibility for payment of medical, ambulance or hospital fees shall be the parents.

The nurse or trained personnel shall complete the necessary reports and inform the building principal who shall inform the business manager of injuries which could involve liability claims. The business manager shall inform the school carrier.

### Asthma and Allergies

We need your cooperation to maintain a learning environment that is friendly to all students. This may include but is **not** limited to:

1. Minimizing the use of strong-smelling hygiene products, especially in the middle and high school grades (perfumes, colognes, deodorants and lotions may trigger asthma symptoms or headaches in susceptible persons);
2. Keeping pets (except for service animals or for special circumstances with principal approval) and air fresheners out of classrooms to minimize asthma triggers;
3. Refraining from sending peanut-based products as a lunch or snack item, particularly in pre-school and early elementary;
4. Utilizing alternatives to latex (natural rubber) based products in your school supplies, such as erasers or balloons, if latex allergic students are present in your child's class.

### Contagious Disease

1. The guidelines of the Illinois Department of Public Health shall be observed regarding the exclusion of students from school where there is a communicable disease. Students with an elevated temperature of 100 degrees F or above, an undiagnosed rash, diarrhea, red encrusted eyes, red ulcerated throat, etc., should stay home and contact their physician for a diagnosis. A note from the physician indicating the diagnosis and permission for the student to return to school is advised.

2. Please report all communicable diseases (chicken pox, strep throat, scarlet fever, pink eye, impetigo, fifth's disease, head lice, scabies, ring worm, whooping cough, measles, mumps, shingles, mononucleosis etc.) to the school health office. Keep your child home for a period of 24 hours of medication treatment if indicated, or until after the contagious period for the illness is over. This time frame may be longer for more serious communicable diseases.

3. **Students may return to school after they have been fever free (without the use of fever reducing medications) for 24 hours, and vomiting and/or diarrhea free for 24 hours.**

**Chronic Health Conditions:** Effective and safe management requires careful planning by our licensed professional school nurses.

1. Please notify the nurse if your child has a chronic health condition such as: allergies including life-threatening allergies, asthma, cancer, cardiac condition, diabetes, epilepsy, genetic disorders, immunological disorders, mental health disorders, neurological disorders, orthopedic disorders, or other.
2. The nurse will coordinate the development of the Individualized Health Care Plan (IHP) and/or Emergency Care Plan (ECP). These individualized plans are designed to meet the student's needs to fully access their educational programs.
3. IHP's and ECP's are developed collaboratively with information from the family, the students, the student's healthcare providers, and school staff, as appropriate. The IHP and/or ECP includes medical orders implemented at school, are reviewed at least annually, updated as needed, and revised as significant changes occur in the student's health status or medical treatment. The ECP ensures a plan of action is in place to maintain the student's health and safety during a life-threatening emergency.
4. Confidentiality is maintained by sharing the IHP and/or ECP only with school staff that has a need to know.

### **Emergency Health Card**

All students are to have on file EACH school year a new emergency health information card indicating any current health conditions, medications and/or restrictions. The information must be dated and signed by parent/guardian. **STUDENTS CAN ONLY BE RELEASED OR PICKED UP BY THE PERSON(S) DESIGNATED AS AN EMERGENCY CONTACT.** Every effort is made to reach the parents first. Please keep the Nurse's Health Office informed of any changes in doctors, dentists, contact persons, telephone numbers and changes in health status and health needs.

### **Immunizations and Physical Exams**

**In order to begin school on the first day**, a physical examination completed within one year prior to the date of entrance is **required** for all student transferring from out-of-state schools as well as those entering the following grade level/programs: Early Childhood, Kindergarten or Grade 1, 5 and 9. A vision examination is **required** for all students entering Kindergarten or enrolling in an Illinois school for the first time. A dental examination is **required** for all students in grades K, 2, and 6. The examination must be performed by a licensed dentist and he/she shall sign the statewide dental report form. Each child shall present proof of examination by a dentist prior to May 15th of the school year. The Illinois Department of Public Health has a waiver for children who show undue burden or lack of access to a dentist.

The Illinois Department of Public Health requires that students show evidence of having received the appropriate immunizations, at the correct intervals, at each grade level.

*Fifth Grade:* Three doses of Hepatitis B vaccine at the appropriate intervals, and all immunizations as per the Illinois Department of Health. Tuberculosis skin testing is recommended.

*Ninth Grade:* Td (tetanus, diphtheria) booster if nine years have lapsed since the last Td booster and all immunizations as per the Illinois Department of Health. Tuberculosis skin testing is recommended.

**Transfers** from an Illinois school must meet immunization and physical examination requirements prior to the first day of school. Transfers from out-of-state or out-of-country have 30 days to meet the requirement.

**The necessary physical examination and immunizations are required prior to school entry.**

**Per School Board policy 7:100, students who fail to comply with the physical examination and immunization requirements will not be able to attend classes until those requirements are satisfied.**

Students may be exempted from these requirements on religious or medical grounds if the parent(s)/guardian(s) present a signed statement explaining the objection. Religious objections must set forth the specific religious beliefs which would prohibit the specific examination, immunization, or other medical intervention. Medical objections to immunization require written verification from the physician and must indicate that the immunization is medically contraindicated and what the medical condition is that poses a potential health risk for the student.

### **Medical Excuses from Physical Education**

All medical excuses from Physical Education must be presented to the school nurse. The nurse will then inform the Physical Education instructors of limitations provided for in the medical excuse.

Students who have a written medical excuse from a physician excusing the student from Physical Education for a period of two weeks or more may be assigned to the Media Center during that class period for the duration of the medical excuse. The time spent in the Media Center is to be used for academic purposes (homework, research, studying). Class work may be assigned and collected by the Physical Education instructor during this period of time. Attendance will be taken by the Media Center Staff during each period that medically excused students are to be in the Media Center. Regular school and classroom behavior expectations will be applied and enforced.

Students who are medically excused from Physical Education for a period less than two weeks must report to their regular Physical Education class and will be assigned a place to sit within the class and may have work assigned during class.

Students may be excused from Physical Education for up to three consecutive days upon written request from the student's parents/guardian. If a student is to be excused for more than three days, a written note from a physician is needed.

The only exception to the aforementioned policy is as follows: Any medical condition which will not allow the student to attend the regular Physical Education class due to the location of the class or current weather conditions will temporarily be assigned to the

## MEDICATION POLICY & MEDICATION PROCEDURE SUMMARY

### Medication Policy and Procedure Summary

#### **Policy 7:270 Administering Medicines to Students**

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication. Parent(s)/guardian(s) may authorize their child to self-administer a medication according to the District's procedures for student self-administration of medication. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures. No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent/guardian.

A Student may possess, for immediate use at the student's discretion (1) an epinephrine auto-injector, and/or (2) medication prescribed for asthma, provided the student's parent/guardian has completed and signed a "School Medication Authorization Form." The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardians must indemnify and hold harmless the School District and its employees and agents, against any claim, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication or the storage of any medication by school personnel. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

#### **Medication will be provided to a student after:**

1. Receipt of the "Request for Administration of Medication" authorization form, completed and signed by the licensed prescriber and the parent/guardian. This is for all medication (except asthma reliever medication) including prescription and non-prescription medication.
2. Medication must be in a properly labeled container with the name of the student, the licensed prescriber, name of the medication, dosage, route, time to be given, and the pharmacy name.
3. Non-prescription medication should be in the original manufacturer's package and the student's name affixed to the container.
4. Medication has been brought to school by the parent/guardian or other responsible adult. This is to insure your child's safety and for the prevention of any loss or misuse of the medication.
5. In cases where the medication dosage is altered, another *Request for Administration of Medication* form must be completed or the licensed prescriber may re-write the order on his prescription pad and the parent will sign a new medication form. If a child's medication is to be discontinued, both the parent/guardian and the licensed prescriber must notify the school in writing.
6. At the Middle Schools and High School only, acetaminophen and ibuprofen may be given to students with parent/guardian signature on the emergency card. Standing orders have been approved for use under supervision of the registered nurse.
7. For the fifth grade outdoor environmental educational experience only, standing orders for acetaminophen, ibuprofen and Diphenhydramine may be given to students under the supervision of the registered nurse, with parent/guardian signature on the "Request for the Administration of Medication(s) per Standing Orders for Fifth Grade Environmental Education Only" form.

**Self-Administration is defined as:** Situations in which students carry their own medication on their person and administer that medication to themselves during the school day (The pupil has the discretion as to the use of his or her medication), as ordered by their licensed prescriber and authorized by their parent/guardian and the School District. School District personnel do not handle this medication, nor is it stored in the school's medication cabinet/drawer. There is no documentation of where and when it was used.

**Authorization for Self-Administration of Medication for Quick Reliever Asthma Medication:** Asthma reliever medications do not require permission from a licensed prescriber. However, the following must be provided by the parents/guardians:

1. Receipt of the "Request for the Self Administration of Asthma Reliever Medication" authorization form, completed and signed by the parent/guardian.
2. A copy of the prescription label must be affixed to the request form. The label must contain the name of the medication, the prescribed dosage, and the time at which or circumstances under which the medication is to be administered.

3. The registered nurse will complete an asthma assessment to assess student's ability to self-administer safely. The parent/guardian will be contacted if the assessment concludes that self-administration may not be safe, and an alternative plan will be developed with parents, the nurse, and, if necessary, the treating physician.
4. A student agreement to carry the asthma inhaler will be signed indicating understanding of the medication and proper use; that the medication will not be shared; and that they will notify a responsible adult if there is no marked improvement after the prescribed dose is given.

**Self-Administration of Epinephrine Auto-Injector or Insulin:**

1. Some students may need to carry their emergency medication on their person, and use it on an "as needed" basis. These situations require a licensed prescriber's order and parental/guardian permission as indicated on the appropriate *Medication Authorization Form*.
2. The registered nurse will complete a self-administration of medication assessment. If the student does not show responsibility with the medication, the parent/ guardian and licensed prescriber will be notified. The student will be further educated about the proper reason and proper use of the medication.
3. A student agreement to carry the specific medication will be signed indicating understanding of the medication and proper use; that the medication will not be shared; that they will notify a responsible adult if there is no marked improvement after the prescribed dose is given; and in the event of epinephrine use, they must notify a responsible adult so that 911 can be called.

Permission allows the student to possess and use his or her medication while in school, while at a school sponsored activity, while under the supervision of school personnel, or before or after school activities, such as while in before-school or after-school care on school-operated property.

**Disposal:** The parent/guardian will be responsible, at the end of the treatment regime, for removing from the school any unused, discontinued or outdated medication which was prescribed for their child.

**Chronic Health Conditions:**

**Food Allergy Management Program:**

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

**The Care of Students with Diabetes Act (P.A. 96-1485):**

The District complies with the the Act which establishes a process for ensuring that students diagnosed with diabetes receive care in school. District staff work collaboratively with students, their parents/guardians and staff members to ensure that students with diabetes are offered reasonable accommodations and/or services.

## ACTIVITIES & CLUBS

### Philosophy:

Barrington Middle School offers a variety of athletic and non-athletic school activities through our intramural and interscholastic programs. We highly encourage all students to participate in these activities...

"BE A PART...BY TAKING PART!"

The aim of our co-curricular program is to provide school related, age appropriate activities as an extension of the curricular program. We believe there are valuable lessons to be learned through well supervised and well organized competitive and non-competitive school related activities. These activities extend classroom learning and help prepare students for life.

At times, sports/activities schedules may overlap for short periods. It is our intent that students should not have to drop one activity in favor of another. Coaches/sponsor will cooperate in making every reasonable effort to allow a student to participate in more than one activity during these brief overlap periods without penalty. Occasionally, students, along with their parents, will need to choose between activities.

### GENERAL GUIDELINES FOR PARTICIPATION:

Participation in a co-curricular activity is both a privilege and a responsibility.

- In order to participate in an after school activity, a student must be in attendance for 4 class periods of the school day.
- Coaches/sponsors along with the academic teachers will monitor academic performance of their students as the activity progresses. Students must be passing all of their classes (no F's) to be eligible to participate in an activity. Coaches have discretion to put academics ahead of participation in activities. Arrangements will be made between the coaches/sponsors and the academic teachers to emphasize the importance of academics and assist the student in becoming eligible again.
- Players' behavior during the entire school day should be a positive example to their fellow students. Any behavior that is not deemed appropriate in accordance with our Student Rules of Conduct, may cause the co-curricular participant to be temporarily suspended from participation or removed completely from the activity.
- Practices and meetings will generally last to 4:20 P.M. at which time the student may take the activity bus home or be picked up by a parent. However, there may be special practices or meetings that extend beyond 4:20 P.M. or occur on Saturdays. Parents will be notified of these special circumstances in advance.
- All students participating in Athletics, Activities, or Clubs shall be picked up by their parents no later than 20 minutes from the conclusion of that event. Failure to comply with this guideline may cause the student to sit out of an event or be removed completely from the activity.
- Students participating in intramural activities will need parent permission to do so in advance of the activity. A physical is not required for intramural activities.
- **Students participating in interscholastic activities (except for academic competitions) must have a sports physical on file in the nurse's office prior to the first try out/practice. Parent permission is also required. Sports physicals are valid for one calendar ..... year and must be valid throughout a sport season.**
- Students must comply with any policies, procedures or rules designated by their coach/sponsor which are activity specific.
- Students who are medically excused from Physical Education classes cannot participate in an athletic event or practice during the excused period.
- When students are transported by bus to a competing school, they must ride the bus back to Barrington Middle School after the activity with the following exceptions:
  - When Prairie Campus competes against Station Campus a bus may only be provided one way. Students need to make arrangements for their own ride home from Prairie or Station.
  - A parent may choose to take their child home from a competing school at the conclusion of the activity. However, the coach must be informed, in writing prior to leaving the activity.
- Failing to comply with these guidelines will result in the student losing the privilege of participating in these activities for a designated period of time.

## CLUBS

### Friends and Company

Purpose: Friends and Company is a special club that fosters relationships between students. Friends and Company meets monthly and allows students to participate in a variety of social activities.

### Cultural Society

Purpose: This club provides an opportunity for Prairie students to learn about the history and current traditions of their own cultural background as well as those of other students. Students will learn from one another and enjoy music, movies and field trips. Food, dances, and celebration of traditions are some of the aspects of culture that students will learn and share.

### Latin (N.J.C.L.)

Purpose: To encourage academic excellence and friendly competition among students of the classics. Latin Club, a branch of the National Junior Classical League, meets weekly from October through March. Team members compete in a league which enables them to compete against students of Latin from other area middle and high schools in topics related to the classics such as mythology, vocabulary, grammar, and Roman civilization.

### Newspaper

Purpose: The school newspaper will be written and distributed 3 or 4 times a year to members of the student body. The newspaper will combine school news reporting and creative writing.

### Peer Helpers - Flags

Purpose: This club meets 2 days per week after school. The focus is for students to tutor each other. The sponsors train the tutors how to assist the students who need extra help with homework. This club helps students build positive relationships with other students while providing extra time for academic support. The activity is available to all 6th, 7th, and 8th graders.

### Gamers' Club

Purpose: A club designed to allow students to interact socially while playing different video and student interactive games.

### Yearbook

Purpose: Barrington Middle School's yearbook, The Colt, serves as a pictorial record of the people and events of each school year. Students help with layout, captions, and distribution of the yearbook. Regular attendance at meetings, the ability and willingness to follow through on assign-

**Art Club**

Purpose: Art club is an after school club for all middle school students interested in art. The focus of art club is public art around the school. Murals and mosaics are a couple of past projects. Smaller projects and crafts are also made throughout the year. At any point in the year students are welcome to attend this activity.

**Recycling Club**

Purpose: Recycling is an excellent opportunity for Prairie students to take an active role in protecting the environment. Students learn how to recycle, what to recycle and the value of recycling in their community. This activity is open to all grade levels.

**French Club**

Purpose: An in depth celebration of French culture and social aspects.

**Spanish Club**

Purpose: An in depth celebration of Spanish culture and social aspects.

**Who Club**

Purpose: This club deals with all the social aspects of school and community such as friendship, self-esteem, students making a difference and helping others, and the dangers of drugs.

**SERVICE ORGANIZATIONS****STUDENT COUNCIL**

Purpose: The Student Council is a student government service organization. The Student Councils aim is to assist students and teachers in making school more meaningful by:

1. Providing social activities, student special events and promoting school spirit.
2. Working to facilitate better relationships between students and staff, with other schools and within the community.
3. Providing support for other clubs and activities in school.

Membership: Each 6th, 7th and 8th grade advisory is represented by duly elected representatives. Officers of the organization will be elected from the general membership.

**NATIONAL JUNIOR HONOR SOCIETY**

Purpose: National Junior Honor Society is established to recognize students who demonstrate outstanding qualities in scholarship, citizenship, willingness to serve others, leadership and character. The organization provides students the opportunity to be of service to the school and the community, as well as to become involved in social activities.

Membership: To be eligible for membership, students must have and maintain a grade point average of 3.7 for 3 of the 4 quarters of 7th grade or for 5 of the 6 quarters from the start of 7th grade through second quarter of 8th grade. They also cannot earn any grade below a 'C'.

**PERFORMING ARTS****Vocal Music**

While chorus meets as a graded class during the school day, the vocal music program also offers a variety of after school activities to broaden the student's vocal music experience. These include, but are not limited to: the Musical and the Lunch Bunch Singers.

**Instrumental Music**

The Barrington Middle School band department offers students the opportunity to participate in an instrumental program dedicated to the pursuit of excellence in music through performance.

While band and orchestra are graded classes that meet during the school day, there are additional outlets in which experienced musicians can express themselves and use their talents. The band program offers Pep Band, Jazz Band and Percussion Experience as after school music activities.

**Pep Band** - The Pep Band plays for the Barrington Middle School basketball games and is open to all interested members.

**Jazz Band** - The Jazz Band is a select group of approximately 20-25 musicians chosen by audition which plays popular, rock, jazz, and big band selections. The organization is comprised of saxes, trumpets, trombones and a rhythm section. Performances include middle school concerts and may include other "gigs" such as banquets and community functions.

**ATHLETICS/ACADEMIC COMPETITION**

We are members of the Suburban Middle School Conference for all of our interscholastic activities.

Students in 7th and 8th grade are eligible to participate in the following sports/activities. Students must have a physical exam completed within 1 year on file in the nurse's office to be eligible to participate in all sports.

**Fall**  
Cross Country  
Boys Soccer  
Girls Basketball

**Early Winter**  
Boys Basketball  
Spirit Team

**Late Winter**  
Wrestling  
Boys & Girls Volleyball

**Spring**  
Girls Soccer  
Girls Softball  
Track & Field  
Scholastic Bowl  
Spelling Bee

6th grade students are eligible to participate in the following activities:

**Fall**  
Cross Country

**Winter**  
Wrestling

**Spring**  
Spelling Bee  
Track & Field  
Scholastic Bowl

**Girls Basketball (7th and 8th, A & B Levels)**

General Information: Three days of tryouts will be held for both grade levels. Seventh and eighth grade teams will possibly play 16 games, plus 1-2 tournaments. The season runs from beginning of school through the end of October.

**Soccer – Boys & Girls ( 7th & 8th)**

General Information The boy's season runs from the start of school in August through mid October. The girls' season is in the spring from April through May. There will be approximately 16 games and a conference tournament.

### **Boys Basketball (7th and 8th, A & B Levels)**

General information: Three days of tryouts will be held for both grade levels. Seventh and eighth grade teams will possibly play 14-15 games, plus I tournaments. The basketball season runs from early November to late January

### **Spirit Squad (7th & 8th)**

General Information: *The season will begin with tryouts in early October resulting in the formation of three squads of up to 25 students (7th grade cheer, 8th grade cheer, pom-poms).* Students representing Barrington Middle School as Spirit Squad members will be responsible for promoting good school spirit, making spirit signs for the school, attending all assigned practices and games, and maintaining academic eligibility. A member will demonstrate rhythm and grace, voice articulation, and gymnastics abilities by performing cheers, routines, and performances at home basketball games. This will require a *minimum of 3-4 practices each week* in addition to game performances from early October through late January. \*Each member is required to supply part of their uniform.

### **Cheerleading (7th & 8th)**

### **Pom-Poms (7th & 8th)**

### **Wrestling (6th, 7th, and 8th)**

General Information: All students who come out for wrestling are on the team. The season runs from January through the end of March. There will be 10-15 dual meets in the regular season, as well as weekend tournaments.

### **Volleyball - Boys and Girls (7<sup>th</sup> & 8<sup>th</sup>)**

General Information: Volleyball allows the students to experience competition and team play. The season begins with tryouts in late January for up to 15 member squads (2) and lasts for ten weeks. Approximately sixteen matches and one year-end tournament are scheduled during the season.

### **Scholastic Bowl (6th, 7th, and 8th)**

General Information: Scholastic Bowl is a competitive contest similar to "Jeopardy" in that it tests participant's ability to answer questions from a general pool of knowledge. Points are scored for correct answers from both toss up questions and bonus questions. This is a conference activity. There is also an I.E.S.A. Regional, Sectional, and State competition that BMS enters. There will be approximately 8-10 dual meets and 2-3 tournaments.

### **Spelling Bee (6th, 7th, and 8th)**

Academic competition in the Suburban Middle School Conference. Eight finalists can compete in the Conference Spelling Bee.

### **Girls Softball (7th & 8th)**

General information: Tryouts will occur before Spring break. The season has approximately 14 games and a conference tournament.

### **Track and Field – Boys & Girls (6th, 7th, and 8th)**

General Information: The season will be approximately eight weeks in length from late March through the end of May. Eight to ten meets will be scheduled with one or two invitational or relay tournaments.

### **Co-Curricular Code**

Co-Curricular activities are an important part of the educational program at Barrington Middle Schools. Participation in sports and activities provides opportunities for students to interact in a less formal setting and encourages students to excel in areas beyond academics. Participation in co-curricular activities however, is a privilege that requires specific responsibilities of students. The rules and expectations of the co-curricular code forge a partnership of school, staff, parents and students for developing responsible behavior in young adults.

- No student who is a member of any co-curricular activity shall be in possession of, or under the influence of alcohol, illegal drugs, or tobacco.
- In addition, the possession of drug paraphernalia shall be treated as a possession violation of the co-curricular code.
- Suspensions from co-curricular activities include games, contests, matches, and performances. Students may return to practices and rehearsals provided the mandatory assessment has been completed and evidence of community service has begun.

\* A more detailed explanation of the suspension guidelines and the appeal process of co-curricular violations can be found on-line at either Barrington Middle School's website under athletics.

## Student and Family Rights

### Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, gender, religious beliefs, physical and mental handicap or disability, or actual or potential marital or parental status. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of gender or any other protected status, except that the district remains viewpoint neutral when granting access to school facilities under Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

### Sex Equity

No student shall, on the basis of gender, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

**Non-discrimination Coordinator:** Mr. Michael Johann, 847-381-6300

### Discrimination by Sex

Title IX is the portion of the Education Amendments of 1972 which prohibits sex discrimination in education. Unit District 220 does not knowingly, through its policies or practices, demonstrate discrimination. Persons who discern discrimination are to refer grievances in writing to the building principal of the school in which the alleged discrimination took place. If the person is not in accord with the findings of or the remedy provided by the principal, the written grievance and the response of the building principal shall be reviewed by the district grievance officer.

Dr. Tom Leonard has been appointed the district grievance officer. Mr. Michael Johann has been designated as Title IX coordinator. Both may be reached at 310 James St., Barrington, IL Telephone: (847) 381-6300.

No student shall be denied, on the basis of disability, equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage on the basis of disability. Any students may file a disability discrimination grievance by using the District's Uniform Grievance Procedure (Policy 2:260), or by contacting the Section 504 Coordinator, Connie Simon Assistant Superintendent.

### Family Rights and Privacy Act Relative to Records

The Federal Family Rights and Privacy Act (FERPA) and the Illinois School Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. (Policy 7:340-E1) They are:

The right to inspect and copy the student's education records within 15 school days of the day the District receives a request to access. Parents/guardians or eligible students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or eligible student of the time and place where the records may be inspected. These rights are denied to any person against whom an order of protection has been entered concerning a student.

The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the school Principal or records custodian, clearly identify the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the District will notify the parent(s)/guardian(s) or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent. Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

The right to copy any student record proposed to be destroyed or deleted. Student records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

The right to prohibit the release of directory information concerning the parent's/guardian's child. Throughout the school year, the District may release directory information regarding students, limited to: Name, address, gender, grade level, birth date and place, parent(s)/guardian(s) names and addresses, academic awards, degree, and honors, information in relation to school-sponsored

within this time period, unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.

A photograph of an unnamed student is NOT a school record because the student is not individually identified. The District shall obtain the consent of a student's parent(s)/guardian(s) before publishing a photograph or video tape of the student in which the student is identified.

The right contained in this statement: No person, may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by an individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State Law.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, and 400 Maryland Avenue, SW, Washington, DC 20202-4605.

**I. Definitions:**

A. Pupil Records: Any materials concerning individual students maintained in any form by the school district or the employees of the school district. Pupil records consist of:  
- Student Permanent Records Official administrative records that constitute the minimum personal data necessary for operation of the educational system. Such data shall consist of: Basic identifying information, including student parent names and addresses, birth date and place, and gender; academic transcript, including grades, class rank, and grade level achieved, graduation date, college entrance examinations; attendance data; accident and health records; record of release of permanent records; and may include honors and awards received; and information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

- Student Temporary Records-Temporary data may include all information not required in the Permanent Records including: Family background information; intelligence and aptitude test scores; teacher and counselor ratings and observations; verified reports of serious or recurrent behavior patterns; psychological evaluations and special education placement documents; other verified information of clear relevance to the education of the student; and record of release of Temporary Record information.

B. Private Professional Notes of school psychologists, guidance counselors, social workers, nurses, principals, teachers, and other professionals as long as that person is the sole maker of the notes and they are in the sole possession of the maker and not accessible to or shown to any other person.

C. Eligible Student:

- A student may see his or her own temporary record provided the parents and custodian of the records agreed.
- All rights and privileges accorded to a parent under this Act shall become exclusively those of the student upon his 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever occurs first.

**II. Dissemination of Information:**

Community Unit School District 220 notified all students and parents by October 1, 1976, of the rights afforded by these acts. Thereafter, upon the initial enrollment or transfer of a student to the school, such notification shall be provided to the student and the parent(s) or guardian(s) of the student.

**III. Procedure for Parent(s), Guardian(s) or Eligible Student(s) to Request to View Student Records:**

- A. The parent(s), guardian(s), or eligible student(s) wishing to view records should go the office of the building principal where the student is enrolled to sign a request form (SW-40).
- B. The current custodian of the student's records shall notify the parent(s), guardian(s), or eligible student(s) when and where the records may be viewed. Access must be granted within fifteen (15) school days after receipt of the request. A representative of the school district shall be present when the records are inspected.
- C. Parent(s), guardian(s), or eligible student(s) shall have the right to request a copy of permanent and temporary records. A charge of ten cents (10 cents) per page may be assessed. No parent or student shall be denied a requested copy of school student records due to inability to bear the cost of such copying.

**IV. Access to Pupil Records:**

- A. The school shall grant access to information contained in such student records to persons authorized or required by State or Federal law to gain such access, provided that:
  - Such person shall provide the school with appropriate identification and a copy of the statute authorizing such access.
  - The parent received prior written notice of the nature and substance of the information to be released and an opportunity to inspect, copy and/or challenge such information. If this release of information relates to more than 25 students, such prior notice may be given in a local newspaper of general circulation or other publication directed generally to parents.
- B. The school may grant access to or release information from school student records without parental consent or notification:
  - To an employee or official of the school or school district or the State Board of Education, provided such employee or official or State Board of Education has a current demonstrable educational or administrative interest in the student and the records are furtherance of such interest.
  - To any person for the purpose of research, statistical reporting, or planning, provided that: (a) such person has the

observed and that the parent(s), guardian(s) or eligible student(s) are given prior notification of such access or release.

C. Any release of information other than specified above requires the prior, specific, dated, written consent of the parent(s), guardian(s) or eligible student(s) designating the person to whom such records may be released, the reason for the release, and the specific records to be released. At the time such consent is requested or obtained, the school shall inform the parents of the following rights:

- To inspect and copy such records.
- To challenge the contents of such records; and
- To limit any such consent to designated records or designated portions of information within the records.

D. A Record of Access (Form SW-39) must be kept of all agencies (other than local school personnel deemed to have legitimate educational need) that have requested or obtained access to a student's educational records and the specific legitimate interest each has in obtaining the information.

#### **V. Procedures to Contest, Correct or Expunge Records:**

A. Parent(s)/guardian(s), or eligible students may make a written request for the correction or removal of information to the current custodian of the records. The custodian of the records must respond to the request within a fifteen school-day period.

B. If the person making the request is not satisfied with the custodian's decision, he or she may submit a written statement contesting the record which will be placed in the student's folder, or he or she may request a hearing before the Board-appointed Hearing Officer.

C. For parent(s), guardian(s), or eligible student(s) who desire a hearing, a written request, containing notice of the specific entry or entries to be challenged and the basis of the challenge should be directed to the District 220 Hearing Officer, 310 East

James St., Barrington, IL, 60010. The Hearing Officer will be appointed by the Board of Education. The Hearing Officer ... shall conduct a hearing within a reasonable time, but no later than fifteen days after the informal conference, unless an extension of time is agreed upon by the parents and school officials. The Hearing Officer shall notify parents and school officials of the time and place of the hearing. The parent(s), guardian(s) or eligible student and the custodian of the records shall be given: (1) the right to present evidence and to call witnesses; (2) the right to cross-examine witnesses; (3) the right to counsel; (4) the right to a written statement of any decision and the reasons therefore.

D. If the person making the request is not satisfied with the local Hearing Officer's decision, he or she may appeal the decision of the local Hearing Officer to the Superintendent of the Educational Service Region within twenty (20) school days after such decision is transmitted. If the parent(s), guardian(s), or eligible student(s) appeal, he or she shall so inform the school.

E. Parents shall also have the right to insert in their child's student record a statement of reasonable length setting forth their position on any disputed information contained in that record. The school shall include a copy of such statement in any subsequent dissemination of the information in dispute.

#### **VI. Pupil Directory Information:**

Directory information may be published only upon prior, written consent of the parent(s), guardian(s), or eligible student(s). Such information is defined in items A-F below. Community Unit School District 220 will not knowingly distribute directory information for purpose of solicitation.

- A. Name, address, phone.
- B. Date and place of birth.
- C. Major Field of study or grade level.
- D. Participation in school-sponsored activities including weight and height of members of athletic teams.
- E. Period of attendance in schools.
- F. Degrees and awards received.

#### **VII. Updating and Expunging Records:**

Student's records shall be reviewed at the end of each school year for students in grades K-5 and at the end of the 8th and 12th grades to insure that the temporary information continues to be useful to future educators in planning for the educational welfare of students.

Parent(s), guardian(s), and eligible student(s) have the right to copy any school student record or information contained therein proposed to be destroyed or deleted and the school's schedule for reviewing and destroying such information.

#### **VIII. Retention of Records:**

- A. Permanent student records shall be kept for a period of at least sixty (60) years.
- B. Temporary student records shall be destroyed during the summer following the student's high school graduation. The records of students who do not graduate with their class shall be retained for a period of five (5) years. Temporary student records shall be destroyed within (5) years of the student's high school graduation or permanent withdrawal. This notice stands in lieu of individual notification of such action.

#### **IX. Location and Security of Student Records:**

Student records will be kept in the building to which a student is assigned. In K-5 and 6-8 schools the principal shall be the custodian of the records, and in the high school the Director of Guidance shall have this responsibility. It shall be the responsibility of these administrators to provide security for these records as directed by law and the regulations of the State Board of Education.

Plans for providing security and storage for student's records will be developed by each principal. These plans will be communicated to his or her staff and the plans will be available for public inspection.

**X. Transferring Student Records:**

Upon a pupil’s transfer to another school district, copies of permanent student records and pertinent temporary records, such as special education information, will be sent to receiving schools provided:

- A. The receiving school requests such records; and
- B. Written permission for the transference of such records has been received from the parent(s), guardian(s), or eligible student(s).
- C. If a student attempts to enroll in another school while serving a current suspension and/or expulsion at Barrington middle school, that student will be marked “Not in Good Standing” on the Illinois Student Transfer Form.

Complaints arising from violations of the Act or these regulations, other than challenges of the contents of the school student records as specified in Section V of these regulations, shall be directed to the Superintendent.

**Protection of Pupil Rights Amendment (PPRA)**

The Protection of Pupil Rights Amendment (PPRA) affords parents and students who are 18 or eligible students certain rights regarding our conduct or surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U.S. Department of Education-
  - Political affiliations or beliefs of the student or the student’s parents
  - Mental or psychological problems of the student or the student’s family
  - Sex behavior or attitudes
  - Critical appraisals of other individuals with whom respondents have close family relationships
  - Illegal, anti-social, self-incriminating, or demeaning behavior
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
  - Religious practices, affiliations, or beliefs of the student or student’s parent; or income (other than required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- Receive notice and an opportunity to opt a student out of-
  - Any other protected information survey, regardless of funding;
  - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, excepted for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State Law;
  - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use-
  - Protected information surveys of students
  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
  - Instructional material used as part of the educational curriculum.

The District will directly notify parents and eligible students, such as through U.S. mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt out of participating in:

- The collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

# Style Manual and Handbook for Research

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### To Avoid Plagiarism..... You Must Give Credit to Your Sources of Information

When you are researching in books, online databases and on the Internet, you are usually reading other people’s work and ideas. It is perfectly fine to use this information, but you must give credit where credit is due. You must not include ideas in the product of your research – paper, oral presentation, PowerPoint, poster, etc. - that are someone else’s and present them as your own. If you do, you will be guilty of *plagiarism* – stealing the words or ideas of another without giving them credit. This is not honest, fair or legal. Middle school is a good time to develop the habit of avoiding plagiarism. At Barrington High School a teacher may give you no credit for a plagiarized paper. If you plagiarize a second time, you may fail the entire course. Colleges feel so strongly about plagiarizing that they may expel you for plagiarizing.

#### **Middle School Plagiarism Policy**

Students in grades 6,7 and 8 are educated on plagiarism through the Library Media Center. A copy of the school’s plagiarism policy is signed by the student and taken home for parents to sign, then returned to school to be kept on file.

#### **Plagiarism Consequences**

When students are found to plagiarize a written assignment, they will be given three days to rewrite the assignment. Students will be notified of this in written form with the date of the new piece clearly specified. This new piece of writing will be graded by the teacher and two letter grades, or twenty percent, will be subtracted from the final grade on the assignment. If the assignment isn’t turned in by the required due date, the final grade for this assignment will be a 0%. Repeat cases of plagiarism may result in further consequences.

## How Do You Know If You Are Plagiarizing?

This is a good self-test:

***“If you didn’t think of it and write it all on your own, AND you didn’t cite (or write down) the sources where you found the ideas or words, it’s probably plagiarism” (Lathrop and Foss 4.)***

Some common examples of plagiarism:

1. You turn in a paper or book report that someone else researched and wrote, as your own.
2. You download text or graphics from the Internet and present it as your own without giving credit.
3. You quote, paraphrase or summarize text without giving credit.

Sometimes you may not mean to plagiarize, but you are plagiarizing if:

1. You don’t understand when words you use need to be quoted and given credit.
2. You don’t know how to cite sources correctly in your paper and bibliography.
3. You don’t know how to summarize, paraphrase and write about ideas you read.

### The Main Things You Need to Know to Avoid Plagiarism

You **don’t** have to quote or cite... facts or ideas that most people *already know*, or that are *readily available* in encyclopedias, reference books, and textbooks.

example: The Statue of Liberty is in New York.

You **do** have to quote and cite... facts or ideas that are *not commonly known* or *not readily available* in printed and online resources.

example: Juvenile asthma attacks have increased 53% since 2001.

### Common Situations and What You Must Do To Avoid Plagiarizing

If you....	...then you must...
copy a paragraph and make small changes	- acknowledge the source in the text - cite the source in the bibliography/works cited
paraphrase a paragraph	- acknowledge the source in the text - cite the source in the bibliography/works cited
create a paragraph by taking phrases from sources and merging them together using words of your own	- use quotation marks - acknowledge the sources in the text - cite the sources in the bibliography/works cited
rewrite a paragraph taken from sources but include your own details and examples	- acknowledge the sources in the text - cite the sources in the bibliography/works cited
quote a paragraph directly from a source	- use quotation marks - acknowledge the source in the text - cite the source in the bibliography/works cited

# BMS – PRAIRIE CAMPUS LIBRARY MEDIA CENTER

## HOME ACCESS TO ONLINE DATABASES

**STEP 1:** Open the Prairie web page from home.

www.barrington220.org/prairie

**STEP 2:** Click on Media/Libraries.

**STEP 3:** Click on Databases.

**STEP 4:** Type in the username and password. **Most of the databases use ...**

Username: barrington

Password: broncos



### EXCEPTIONS:

#### **Atomic Learning**

Username: barringtonhs

Password: broncos

#### **Brain Pop**

Username: cusd220

Password: cusd220

#### **Career Cruising**

Username: barringtonms

Password: prairie

#### **Gale Virtual Reference Library**

Password: broncos

#### **NetTrekker**

Username: 1prairie

Password: broncos

#### **Visual Thesaurus**

Username: broncos@cusd220.org

Password: broncos

### **Bibliography vs. Works Cited**

Your teacher will determine if you should write a works cited page or bibliography. Your works cited or bibliography list provides the information necessary for a reader to locate and retrieve any source cited in the paper.

A **works cited** list shows only the sources you have actually cited in your paper. Each entry in the list must be cited in the text of your paper. Type your list of works cited on a separate page at the end of your paper.

A **bibliography** is a separate alphabetical list of all the sources you considered in preparing a research project. This list would include resources you read, even if you did not use information from all of them.

<b>Printed Book or Pamphlet</b>	
<b>Example:</b> (double space entry)	<b>Author Last Name, Author First Name. <i>Book Title</i>. Publisher City: Publisher Name, Year Published. Print.</b>
<b>One Author:</b>	Brown, Carol. <i>Wonders of Sharks</i> . Chicago: Children’s Press, 2001.  Print.
<b>One Author With Subtitle:</b>	McConnell, Frank. <i>Storytelling and Mythmaking: Images from Film and Literature</i> . New York: Oxford UP, 2000. Print.
<b>Two Authors:</b>	Jones, David, and Mary Jones. <i>Sharks: the Superfish</i> . New York: Dial Press, 2000. Print.
<b>Three Authors:</b>	Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, Jr.  <i>The Two-Year College: A Social Synthesis</i> . Englewood Cliffs: Prentice, 1999. Print.
<b>Four or More Authors:</b>	Lopez, Robert S., et al. <i>Civilizations</i> . New York: Collins, 1998. Print.
<b>Edited Book:</b>	Gunn, Giles, ed. <i>Literature and Religion</i> . New York: Harper, 2001. Print.
<b>Selection from an Edited Book:</b>	Lewis, Scott. "Selective Logging Can Save Rain Forests." <i>Global Resources: Opposing Viewpoints</i> . Ed. Matthew Polesetsky. San Diego: Greenhaven, 1998. 169-175. Print.
<b>Encyclopedia</b>	
<b>Example: Print</b> (double space entry)	<b>Author Last Name, Author First Name. “Article Title.” <i>Book Title</i>. Year Published. Medium.</b>
<b>Example: Online</b> (double space entry)	<b>Author Last Name, Author First Name. “Article Title.” <i>Title of Book</i>, Year Published. Page Range. Medium. Date Accessed.</b>
<b>Encyclopedia in Print with an author:</b>	Gruber, Samuel H. “Shark.” <i>World Book Encyclopedia</i> . 2002 ed. Print.  <b>Note:</b> If no author is given, begin with the article title.
<b>Encyclopedia Online with an Author:</b>	Hoogland, John L. “Prairie Dogs.” <i>World Book Online Reference Center</i> . World Book, 2009. Web. 21 Apr. 2009.

<b>Reference Book</b>	
<b>Example: Print</b> (double space entry)	<b>“Selection Title.” <i>Title of Reference Book</i>. Editor(s) of Reference Book. Volume #. Place of Publication: Publisher, Year of Publication, Page Range. Print.</b>
<b>Example: Online</b> (double space entry)	<b>“Selection Title.” <i>Title of Reference Book</i>. Editor(s) of Reference Book. Volume #. Place of Publication: Publisher, Year of Publication, Page Range. Web. Date Accessed.</b>
<b>Reference Book in Print</b>	“Anne Frank.” <i>People of the Holocaust</i> . Eds. Linda Schmittroth and Mary Kay Rosteck. Vol. 1. Detroit: UXL, 1998. 121-127. Print.
<b>Reference Book Accessed through Marshall Cavendish Digital</b>	“Prairie Dog.” <i>Wildlife and Plants of the World</i> . 2009. <i>Marshall Cavendish Digital</i> . Web. 16 Apr. 2009.
<b>Magazine</b>	
<b>Example: Print</b> (double space entry)	<b>Author Last Name, Author First Name. “Article Title.” <i>Magazine Title</i> Publication Date: Page Numbers. Medium.</b>
<b>Example: Online</b> (double space entry)	<b>Author Last Name, Author First Name. “Article Title.” <i>Magazine Title</i> Publication Date: Page Numbers. Database Name. Vendor. Web. Date Accessed.</b>
<b>Print Article with an Author:</b>	Woods, Arthur. “Great White Sharks: Are They Really Dangerous?” <i>Science News</i> 23 Jan. 2002: 15-18. Print.  <b>Note:</b> If no author is given, begin with the article title.
<b>Article Accessed through Subscription Database:</b>	DeAngelis, Gina, and Molly Kerr. “Trade You...Beads for Food?” <i>Cobblestone</i> Sept. 2006: 20-21. <i>Middle Search Plus</i> . EBSCO. Web. 5 June 2009.
<b>Newspaper</b>	
<b>Example: Print</b> (double space entry)	<b>Author Last Name, Author First Name. “Article Title.” <i>Newspaper Title</i>. Publication Date, Section: Page. Print.</b>
<b>Example: Online</b> (double space entry)	<b>Author Last Name, Author First Name. “Article Title.” <i>Newspaper Title</i>. Publication Date, Section: Page. Database Name. Vendor. Web. Date Accessed.</b>
<b>Print Article with Author:</b>	Collins, Glenn. “Single-Father Survey Finds Adjustment a Problem.” <i>New York Times</i> . 21 Nov. 2001, sec. B: 17. Print.  <b>Note:</b> If no author is given, begin with the article title.

<b>Newspaper (cont.)</b>	
<b>Editorial</b>	Ball, George. "Block that Myth." Editorial. <i>New York Times</i> 19 May
<b>Article Accessed through Subscription Database</b>	Collins, Glenn. "Single-Father Survey Finds Adjustment a Problem." <i>New York Times</i> . 21 Nov. 2001, sec. B: 17. <i>Newspaper Source</i> . EBSCO. Web. 15 Apr. 2009.
<b>Non-Print Material</b>	
<b>Example: DVD (double space entry)</b>	<b>Title. Director. Performers. Year of Issue. Distributor. Year Released on DVD Format. DVD.</b>
<b>DVD</b>	<i>High School Musical 3: Senior Year</i> . Dir. Kenny Ortega. Perf. Zac Efron, Vanessa Hudgens, Ashley Tisdale, Lucas Grabeel. 2008. Walt Disney Video, 2009. DVD.
<b>Example: Sound Recording—MP3 File (double space entry)</b>	<b>Performing Artist's Last Name, First Name, perf. "Title of Performance." Soundtrack. Manufacturer, Year of issue. MP3 file.</b>
<b>Sound Recording—MP3 File</b>	Hudson, Jennifer, perf. "And I Am Telling You I'm Not Going." <i>Dreamgirls: Music from the Motion Picture</i> . Sony BMG, 2006. MP3 file.
<b>Sound Recording-Soundzabound</b>	"80's Decades of Music Rock Sound-a-likes Vintage." <i>Soundzabound</i> . Web. 21 Apr 2009.
<b>Example: Personal Interview (double space entry)</b>	<b>Interviewee's Last Name, First Name. Personal interview. Date of the Interview.</b>
<b>Personal interview</b>	Winfrey, Oprah. Personal interview. 12 July 2008.
<b>Example: Speech (double space entry)</b>	<b>Last Name of Speaker, First name. "Title of Speech." Location of the Speech. Date of the Speech. Speech.</b>
<b>Speech</b>	Weisel, Elie. "Holocaust Museum Dedication Speech." Illinois Holocaust Museum and Education Center. Skokie, IL. 19 Apr. 2009. Speech.
<b>Example: Television Program taken from Hulu (double space entry)</b>	<b>"Title of the Episode." TV Show Title. Production Studio. Date Show Aired on TV. Name of Resource (Hulu). Web. Date Accessed.</b>

<b>Non-Print Material (cont.)</b>	
<b>Television Program</b>	“The Pirates’ Secret World.” <i>20/20</i> . ABC News. 17 Apr. 2009. Hulu. Web. 21 Apr. 2009.
<b>Example: Database (double space entry)</b>	<b>Last Name, First Name. “Title of the Article.” <i>Original Source of Article</i>. Date of Original Source: Page Numbers. <i>Name of the Database Used</i>. Name of the Service. Web. Date Accessed.</b>
<b>Subscription Database—CultureGrams</b>	“Brazil.” <i>CultureGrams World Edition</i> . 2008. ProQuest. Web. 22 Jan. 2009.
<b>Web Site</b>	
<b>Example: (double space entry)</b>	<b>Author Last Name, Author First Name. “Page or Article Title.” <i>Web Site Name</i>. Copyright or Last Updated. Sponsoring Organization. Medium. Date Accessed.</b>
<b>Citing Only One Page of a General Web site:</b>	Stewart, Whitney. “Relive the Trek.” <i>My Story: Edmund Hillary and Mt. Everest</i> . 2009. Scholastic. Web. 5 Jan. 2009.  <b>Note:</b> If no author is given, begin with the article title.
<b>Citing Multiple Pages of a General Web Site:</b>	Stewart, Whitney. <i>My Story: Edmund Hillary and Mt. Everest</i> . 2009. Scholastic. Web. 5 Jan. 2009.  <b>Note:</b> If no author is given, begin with the article title.
<b>Example: Blog (double space entry)</b>	<b>Author of the Blog’s Last Name, First Name. “Title of the Entry on the Blog.” <i>Title of the Blog</i>. Date Entry Was Posted to the Blog. Weblog post. Date accessed.</b>
<b>Blog:</b>	Riordan, Rick. “Third Percy Jackson Poster Winner Announced.” <i>Myth &amp; Mystery</i> . 11 Apr. 2009. Weblog post. 21 Apr. 2009.
<b>Example: E-mail (double space entry)</b>	<b>Author Last Name, Author First Name. “Subject Line.” Message to Person’s First and Last Name. Date Sent. E-mail.</b>
<b>E-mail:</b>	Danford, Tom. “Monday Greetings.” Message to Terry Craig. 3 Oct. 2001.  E-mail.
<b>Example: Image (double space entry)</b>	<b>Author of Web site’s Last Name, Author First Name. “Page or Article Title.” <i>Web Site Name</i>. Copyright or Last Updated. Sponsoring Organization. Web. Date Accessed.</b>
<b>Image taken from a General Web Site:</b>  Images taken from Google Images should be cited in this way.	Stewart, Whitney. “Relive the Trek.” <i>My Story: Edmund Hillary and Mt. Everest</i> . 2009. Scholastic. Web. 5 Jan. 2009.

<b>Web Site (cont.)</b>	
<b>Image from a Collection:</b>	Sandberg, Bob. "Jackie Robinson, Ready to Swing."  1954. <i>Look Magazine Photograph Collection</i> ,  Library of Congress. JPEG file.
<b>Image from a Subscription Database:</b>	"Carnival Performers." <i>CultureGrams</i> . 2006.  ProQuest. Web. 22 Jan. 2009.
<p><b>If a Web resource requires a publisher and none can be found, use the abbreviation N.p. When no date of publication can be found on a Web site, use the abbreviation n.d. for no date. Citing material from an online resource sometimes requires a page number. If no page number can be found, use the abbreviation n. pag.</b></p>	

## **NOODLETOOLS**

### **Creates MLA citations and electronic notecards**

#### **To Access the Link:**

1. Visit the Prairie homepage: [www.barrington220.org/prairie](http://www.barrington220.org/prairie).
2. Choose **Media/Libraries**.
3. Click on **Databases**. Scroll down and click on the link for **NoodleTools**.

#### **To Access a List:**

1. Type in your **personal ID**. In most cases it should be your first initial last name.
2. Type in your **password**. Most students' passwords are their ID number.
3. Click on the **Sign In** button.
4. You will be taken to a screen that shows all of the lists you have created. Click on the list that you want to continue to work on or click on the **Create a New List** button to start a new one. You only need one list per project.
5. Click on the button in front of **MLA Advanced** since this is the style used by Prairie students as well as BHS students.
6. Write one or two words to describe your list so it is easy to identify in the future.

#### **To Prepare for Note-taking:**

1. Become familiar with your topic by reading an article about it.
2. Brainstorm the main ideas you need to find out more about your topic. For instance if you were doing a paper on an historical figure you may have main ideas like early life, education, contributions etc.
3. Click on the **Notecard** link on the navigation bar at the top of the page.
4. Fill in the main ideas you brainstormed on the outline provided. Main ideas should be represented with Roman numerals. This outline is just a guide and will be modified later once you know more about your topic.
5. Search for sources that provide information about the main ideas you have listed.

#### **To Create Citations for Sources Used:**

1. Choose the **Bibliography** link on the navigation bar at the top of the page.
2. Use the pull down menu to select the type of source you are citing.
3. Click on the **Create Citation** button.

(CONTINUED ON NEXT PAGE)

4. The following are tips taken from the NoodleTools guide:
  - A series of screens will prompt you for information about your source (the screens will vary depending on the citation type). NoodleBib uses your answers to tailor the final form, so that only the fields and instructions that are exactly right for your particular source are shown.
  - If your source is from a subscription database, the MLA version will take you through the Subscription Database Wizard, which helps you cite these tricky online sources.
  - On the main form, fill in as many details about your source as you can locate.
  - The annotation box should only be filled if your teacher asks for an description of the sources.
5. Once you finished filling in the empty fields, click on **Check for Errors**. The software will highlight in red any errors you should fix before creating the citation.
6. Click on the **Update Citation** button.
7. All of your citations will be saved in your personal folder.

### To Print Works Cited List:

1. Click on the button titled **Save as a Word Document**.
2. Click on the green **Export and Print** link.
3. Depending on the browser you are using, a yellow bar may pop up at the top of the screen. Click on this yellow bar and choose **Download File**. Click on the **Open** button. (You may need to repeat steps 1-3).
4. Go to the **File** on the top menu bar and choose **Print**. There is no need to save this document as long as you don't delete your list in NoodleTools.


### To Create a Notecard:

1. Click on the **Bibliography** link on the navigation bar. By creating notecards on this page, your notes will automatically be attached to the source you are using for notes.
2. Click **New** in the notecards column of the source you are using. A notecard template will pop up. Create a short title for your card signifying the main topic of your card. Note the URL or page number if it applies. Add tags to identify and label concepts on the notecard.
3. Three different types of notecards are available. If you are copying something word for word use the first notecard called **Direct Quotation**. This is also the card that you can paste an image into if you would like to use it on a project board. If you are putting an author's ideas in your own words, use the **Paraphrase** card. If you have some thoughts on the topic or want to remind yourself of some other information to find related to the topic, use the last notecard called **My Ideas**.
4. Click on **Save** once you have finished taking notes on that topic. This will save your notecard.

### To Organize Notecards:

1. Click on the **Notecard** link on the navigation bar at the top of the page.
2. The **Notecard Tabletop** allows you to create piles of notecards on like topics. To select notecards, hold the control key down as you click on the cards you would like to pile and then click on the **Add to Pile** button. Title the pile with the topic name.
3. Color or visual cues can be added to notecards by using the tags button.

### To Print Notecards:

1. Click on **Notecards** on the navigation bar at the top of the page.
2. Click the **Print** button.
3. Choose **Export as a Web** page.
4. You can then choose to print all notecards, only selected notecards or one pile of notecards.
5. Go  to **File** and then choose **Print**.



**Remember to create a new notecard when you change topics.  
Remember to create a new notecard when you change sources.**

## CORRECT FORM FOR CITING SOURCES

When writing a research paper, everything that is borrowed from another source must be acknowledged in the bibliography or works cited list. In addition, you must give credit for quotations and specific ideas at the place you include them in your paper. This is called citing your sources. Examples of citing sources below refer to entries in the sample works cited list that follows.

1. If possible, use the author's name in the text of your research paper. Then you need only put the page number or numbers in parentheses.

***Example*** Woods says that your chances of being attacked by a shark are one in 5,000,000 (17).

2. Use quotations marks for all direct quotations.

***Example*** Woods notes a shark attack is so rare that "odds against it have been calculated at about one in 5,000,000" (17).

3. Acknowledge quotations or borrowed material by including the author's last name followed by a page number with parentheses.

***Example*** (Lewis 170)

The above example indicates that the quotation was on page 170 in the article by Lewis, and the information in parentheses must correspond to a specific source in the works cited.

***Example*** Lewis, Scott. "Can We Save Our Oceans?" *Global Resources: Opposing Viewpoints*. Ed Matthew Polesetsky. San Diego: Greenhaven, 1991. 169-175. Print.

4. If the works cited list contains more than one work by the author, give the title after the author's last name.

***Example*** (Woods, *Wonders of Sharks* 53)

5. If the book has two authors, include the last name of both authors plus the page number.

***Example*** (Jones and Jones 81)

6. If an encyclopedia article has no author, place the title of the article in quotation marks within the parentheses. (Do not include page numbers.)

***Example*** ("Fish")

7. If a web page has an author, place the author of the webpage in parentheses with no page number.

***Example*** (Finn)

8. If a web page has no author, place the title of the webpage in quotations within the parentheses.

***Example*** ("Goblin Sharks")

*(Sample Works Cited Page)*

**Works Cited**

Cook, Peter. Personal interview. 27 July 2002.

Finn, Francis. *Whale Sharks*. 2004. Web. 25 May 2004.

Gruber, Samuel H. "Shark." *World Book Encyclopedia*. 2002 ed. Print.

*Goblin Sharks*. 2004. Web. 20 May 2005.

Jones, David, and Mary Jones. *Sharks: the Superfish*. New York: Dial Press, 2000. Print.

Lewis, Scott. "Can We Save Our Oceans?" *Global Resources: Opposing Viewpoints*. Ed. Matthew Polesetsky. San Diego: Greenhaven, 1991. 169-175. Print.

Maple, Terry L. *Psychology is Alive and Well at the Zoo*. 1999. Web. 31 Oct. 2001.

*Shark Week: 20th Anniversary Collection*. Dir. Jeff Kurr. Perf. Frank Mundus, Corey Sosner. 2007. Discovery Channel, 2009. DVD.

"Shark." *Compton's Encyclopedia*. 2002 ed. Print.

Woods, Arthur. "Great White Sharks, Are They Really Dangerous?" *Science News*. 23 Jan. 2002: 15-18. Print.

Woods, Arthur. *Wonders of Sharks*. Chicago: Children's Press, 2001. Print.

**NOTE:** Your completed works cited page will look like the example above.

1. Center the words "Works Cited" one-inch from the top of the page.
2. Alphabetize the works cited entries; do not number them.
3. Do not indent the first line of the entry, but begin at the left margin. Use the hanging indent for the second and following lines.
4. Double-space between entries and within entries.

## CORRECT FORMAT FOR TYPING YOUR PAPER

### Heading and Title of the Paper

A short research paper does usually need a title page. Instead, begin one inch from the top of the first page and flush with the left margin. Type your name, your teacher's name, the title of the course with period it meets, and the date on separate lines. Double-space between the lines. Double-space again and center the title. Double-space also between lines of the title (if it has more than one line), and double-space twice between the title and the first line of the text.

Do not underline your title, or put it in quotation marks or type it in all capital letters. Follow the rules for capitalization, and underline only those words you would underline in the text.

### Sample First Page of Paper Without a Title Page

Sally Williams  
Mrs. Gordon  
8<sup>th</sup> grade English, Period 3  
October 15, 2004

**The Life and Writing of Chris Crutcher**

Chris Crutcher had many experiences that influenced the novels he would write later. According to *Current Biography*, he went to a very small high school in Cascade, Idaho where he played three sports – football, basketball and track. Because of this, most of his novels have high school sports as the setting. A book he had to read, *To Kill A Mockingbird* by Harper Lee, influenced him to write stories about justice and injustice. At Eastern Washington State College he was on the swim team while he earned his B.A. degree in 1968. *Stotan!* is about friends on a swim team (71).

### Sample Text Page (not page one)

Williams 2

After teaching at an alternative high school for three years, he worked as a child and family therapist in Spokane, Washington for 13 years beginning in 1982. While Mr. Crutcher was involved with helping young people suffering from emotional issues such as abuse, divorce, struggles with parents, teen pregnancy and racism, he began writing novels that often featured kids in dysfunctional families.

Critics often say that it is the realistic characters, action and teen conversations in Crutcher's novels make his books so popular with teenagers (McDonnell 8).

Among Chris Crutcher's novels are *Staying Fat for Sarah Byrnes*, *Running Loose*, *Stotan!*, *Chinese Handcuffs* and *Iron Man: A Novel*. His book of short stories is called *Athletic Shorts: Six Short Stories*.

If your research paper is longer, or if your teacher asks for it, you may have a title page. That page contains three main parts: the title of the paper, the author and the class information and the date. Use the following form:

1. If the title takes two or more lines, double-space and balance the lines on the page.
2. Write the title in capitals and lowercase letters without underlining it or enclosing it in quotation marks. However, do underline published works that appear as part of your title. Do not use a period after a centered heading.
3. Place your full name below the title, usually in the center of the page.
4. Centered below your name, put the name of the class with period it meets, the teacher's name, and the date.
5. Put each item on a separate line.

Allow a balanced, two-inch margin on all sides of the title page.

## Sample Title Page

<p>The Life and Writing of Chris Crutcher</p> <p>Sally Williams</p> <p>8<sup>th</sup> grade English, Period 3</p> <p>Mrs. Gordon</p> <p>October 15, 2009</p>
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### Style

1. Print in black on white paper.
2. Use an easily readable font (Courier, Times New Roman or Arial) in 12 point.
3. Do not use abbreviations or contractions. For example, use *until* rather than *till*; *because* rather than *cause*, *cannot* rather than *can't* and *I will* rather than *I'll*.
4. Write out numbers under one hundred and write out symbols. For example, use *ninety* rather than *90*, *101* rather than *one hundred one*, *percent* rather than *%* and *degree* rather than *°*.
5. Use only one space between words and no spaces before punctuation marks.
6. Use one space after a semi-colon or comma. Use two spaces after end punctuation, such as periods and question marks.
7. Staple all pages in order with the title page on top (unless otherwise directed.)

### Margins

1. Use one-inch margins on all edges of the paper. (Most word processing programs default to one-inch margins.) Indent the first word of a paragraph five spaces from the left margin.

### Spacing

1. Double-space throughout the paper, including the "Bibliography" page.
2. Do not leave extra lines between paragraphs in the paper.

### Page Numbers

1. Number the pages in the upper right-hand corner, one-half inch from the top.
2. Beginning with page two of the actual paper, type your last name before the page number as a precaution in case pages are misplaced.
3. Do not punctuate page numbers by adding a period, a hyphen, or any other mark of symbol (such as the abbreviation "p.").