

# 2010-11 PARENT HANDBOOK

(Revised 9/17)



## Mission Statement

Every child has gifts and talents. We accept the challenge to nurture these qualities by setting the foundation for life long learning in reading, writing and problem solving in order for our students to become successful and responsible citizens.

## Beliefs about Teaching and Learning

- All students can learn.
- Parents are the child's first teacher and are essential to the learning process.
- In order for our students to be prepared for the 21st Century, they must be able to communicate effectively using their literacy skills within a variety of contexts, such as audiences, genres, written products and technology.
- All learners can be accommodated through the differentiation of instruction.
- Schools address the needs of the whole child (social, emotional and academic).
- All students are capable of taking responsibility for their behavior, actions and learning.
- Learning occurs best in an atmosphere of high challenge and low threat.
- Assessment guides instruction.

In addition to some of the Rose-specific information included in this handbook, parents are highly encouraged to read through the *School Bell, Early Childhood – 5th Grade Information Handbook* distributed annually to all Barrington 220 students.

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## **School Hours**

The school day begins for all Rose students at 9:00 a.m. Students may begin entering their classrooms at 8:55 a.m. Students arriving between 8:45 and 8:55 a.m. must wait on the playground. Supervision is not available before 8:45 a.m. Students arriving at school after 9:00 a.m. are considered tardy and must check in at the secretary's desk.

Kindergarten: 9:00 – 11:30 a.m. (AM)  
1:05 – 3:40 p.m. (PM)  
Wednesday dismissal at 3:10 p.m.

Grades 1 – 5: 9:00 a.m. – 3:40 p.m.  
Wednesday dismissal at 3:10 p.m.

## **ATTENDANCE PROCEDURES**

### **Attendance Policy**

Students enrolled at Rose School are required by state law to attend each day school is in session. It is the responsibility of parents/guardians to ensure compliance with this law.

### **Absences**

When a child is absent from school, the child's parent or guardian must notify the school office by 8:30 a.m. (844-1200). It is also helpful if you leave a message for the child's teacher. If the school is not notified, every reasonable effort will be made by the office to call and verify the absence.

Valid cause for absence shall be illness, observance of a religious holiday or attendance at religious instruction, death in the immediate family, family emergency, or other circumstances beyond the control of the student. Absences from school to accommodate family vacation plans are regarded as contrary to the interests and welfare of the student and the school. Parents are requested to plan vacation trips at times corresponding to the school's scheduled vacation periods.

## **Parent Absences from Home**

Parents are asked to inform the school in writing if they will be out of town for an extended period of time. The classroom teacher needs to know of parental absences in case of emergency. The office staff also needs to know the name of the person caring for the student, as well as the person's address and telephone number if the student is not staying at home. Parents should also include how they may be contacted during the absence in the event of an emergency.

## **Early Dismissal**

A student who has an outside appointment during the school day must be picked up and signed out from the school office by a parent, or a person designated by the parent.

## **Tardiness**

All students who are late to school should report to the office and sign in before proceeding to class. Students who are frequently tardy will be referred to the Principal and the parents will be contacted.

# **EMERGENCY PROCEDURES**

## **Emergency Closing**

Barrington 220 has implemented a notification and communication system called School Messenger. This system will be used to alert you of the following: School closing due to inclement weather, unplanned early dismissal, emergency situations (school closure, evacuation, etc.), and evening event cancellation due to inclement weather. You will receive information on how to update/revise your profile so that we have accurate contact information.

School closing due to severe weather or other unusual circumstances are also posted on the district website: [www.barrington220.org](http://www.barrington220.org) and are announced between 6:30-8:00 a.m. on the following AM radio stations: WMAQ-670, WGN-720, WBBM-780, WSCR-820, WRMN-1410. Also: WGN-TV-Channel 9.

There may be some occasions where it will be necessary to dismiss students early. On these days, middle and high schools will be dismissed first. Elementary schools will be released about 45 minutes later. No afternoon kindergarten bus routes will run when this procedure is implemented. Please be assured that no child will ever be sent to an unattended home.

## **Delayed Start**

Late Start procedures will be implemented when there is clear evidence that if the start of the day is delayed approximately an hour and a half from normal, it will be safe to transport your child.

On Delayed Start days, school will begin at 10:30 a.m. and end at the normal time. Morning kindergarten will begin at 10:30 a.m. and end at 11:30 a.m. The parental decision to send your kindergarten child to school is an individual one.

## **Safety Drills**

Periodically, we conduct safety drills so that our staff and students are prepared in the event an emergency situation should arise. Per state code, we will conduct three fire drills, with one under the supervision of the Barrington Fire Department. Typically, we conduct two fire drills in the fall and one in the spring. Additionally, in the fall, we conduct a bus evacuation drill with Barrington Transportation Company. In the spring, we also conduct a tornado drill. In addition to the weather related safety drills, annually, we practice a lock-down safety drill with the South Barrington Police Department.

In many instances we will provide advance notice of these drills to our staff, parents, and students. However, there are times when it is necessary to practice an “unannounced” safety drill to create the most real life situation. If your child has concerns related to any of these types of safety drills, please notify the classroom teacher.

## **Emergency Card**

The emergency card, required by the school, serves as a source of information in case parents or guardians cannot be reached. School personnel, friends, or neighbors cannot authorize treatment of a child except in an emergency where consent is not reasonably feasible under the circumstances, and failure to respond immediately would adversely affect the condition of the minor’s health. Parents should make sure that a current emergency card is on file with the school nurse each new school year and immediately notify the school office of any changes that should occur.

# **STUDENT HEALTH SERVICES**

## **General Wellness**

- Assure that your child receives an adequate amount of sleep every night.
- Breakfast is an important meal! Make it healthy. Avoid high sugar cereals.
- Send healthy snacks and healthy lunches to school. Fresh fruits and vegetables, low fat dairy products, whole grain crackers/bread, and lean meats are good options.
- Promote good hand washing: before meals, after using the bathroom, after sneezing/coughing.

- Never cough into your hands. Coughing into a tissue is best, but the crook of your arm is the next best thing.

## Medication

Barrington 220 believes that prescription and nonprescription medication should be administered in the home. However, if it is in the best educational and health interest of the child to take prescribed medication during the school day, then a Medication Authorization Form must be completed and signed by the physician and the parent/guardian. This pertains to all medications: prescription, over the counter, and emergency. Please do not send children to school with cough drops, Tylenol, throat lozenges, or any other over the counter medication. These should be given to the school nurse for safe monitoring and administration. You may obtain the medication form in the school health office. Medication must be brought to the school by the parent or guardian in the original container. Children are not allowed to carry medication on their person or in their possessions, unless proper documentation is received and a health plan has been developed.

## Student Illness

You must keep your child at home if they demonstrate any of the following symptoms:

- Keep your child home for a period of 24 hours after the fever has passed.
- Keep your child home for 24 hours after the symptoms of vomiting and diarrhea have stopped.
- Keep your child home for a period of 24 hours of antibiotic treatment or after the contagious period for the illness is over. This time frame may be longer for more serious communicable diseases.
- In the event of head lice, your child must have had a treatment shampoo/rinse before returning to school. On return to school, the nurse will inspect the child's head for lice and will advise regarding follow-up needed.

Your child will be sent home if he/she presents any of the following symptoms:

- Fever of 100 degrees or greater
- Vomiting or Diarrhea
- Unidentified skin rash
- Prolonged undiagnosed cough
- Communicable illness suspected: pink eye, strep throat, chicken pox, impetigo, or other.
- Injury and/or illness requiring medical attention
- Other as decided upon by the nurse and parent/guardian

## Communicable Diseases

Please report all communicable diseases (H1N1, chicken pox, strep throat, scarlet fever, pink eye, impetigo, fifth's disease, whooping cough, measles, mumps, or other) to the school health office. Notification enables us to alert other parents of the possible exposure and help prevent further spread of the illness in the classroom. Children should remain at home until the contagious period has passed.

## Physical Examination and Immunization Requirements

Physical examinations and immunization records must be reviewed by the school nurse prior to the first day of school. Those in non-compliance will be excluded from school. Students enrolling from out of state or out of country have 30 days to meet the examination and immunization requirements. Students who have not complied with these policies by the first day of school attendance will be excluded from school until notification has been received by Barrington 220 that the appropriate procedures have been completed.

- Examinations shall be conducted within one year prior to entering kindergarten.
- All students (despite grade level) transferring into Illinois, from out of state or out of country, are required to have a physical exam conducted within one year prior to entrance into an Illinois school. They have 30 days to meet the requirements.
- Students transferring into Barrington 220 from another Illinois school must provide the mandated health examination and immunizations prior to school entry.
- A health examination form, other than an IL Certificate of Child Health Exam form, may be accepted only at the time of first entry into an Illinois school. The information on the out-of-state or out-of-country health exam form must be comparable to the Illinois health examination form. It must meet the same requirements.
- A vision examination is required for all students entering kindergarten; coming from out-of-state, or entering for the first time, regardless of grade level. The examination is due by October 15 of the school year.
- A dental examination is required for kindergarten and second grade and is due by May 15 of the school year.
- Diabetes Screening, as outlined on the State of Illinois Certificate of Child Health Examination form (IL444-4737 R-01-05), must be completed for all children as listed above.

The Illinois Department of Public Health has strict guidelines for immunizations. The strict adherence applies to the right immunizations, as well as the right time intervals.

- MMR (2 doses required). The first dose must be administered on or after 12 months of age. The second dose can be administered 4 weeks after the first dose, but is usually administered when the doctor performs the Kindergarten physical.
- DPT (4 or more doses of DPT/DTap or TD). The last dose being a booster must have been administered on or after the 4th birthday and the interval between the series and booster is at least 6 months. There should be no less than 4 weeks between doses.
- Polio (3 or more doses of IPV and/or OPV). The last dose being a booster must have been administered on or after the 4th birthday and the interval between the series and booster is at least 6 months. There should be no less than 6 weeks between doses.

- Hepatitis B (3 doses required for 5<sup>th</sup> graders). The interval between the first and second dose must be a minimum of 28 days. The interval between the second and third dose must be a minimum of 56 days. The recommended interval between the first and third dose must be 112 days.
- Chicken Pox (1 dose required for kindergarten through grade 4). The single dose is required on or after 12 months of age. A second dose is strongly recommended.
- Lead Assessment. Mandatory for kindergarteners.

Any medical objection to an immunization must be:

1. Made by a physician licensed to practice medicine in all its branches indicating what the medical condition is,
2. Endorsed and signed by the physician on the Certificate of Child Health Examination and placed on file in the child's permanent record.

## **Accidents**

In the event of an accident, the school nurse will be contacted. If the nurse is not immediately available, the injured student will not be moved until examined by an adult trained in first aid. It will be the school nurse's responsibility to determine the need for further medical assistance. In the event that additional emergency medical aid is needed, paramedics will be called. If possible, the parent will be consulted prior to this action. A report of the accident or injury form will be completed and placed on file with the school nurse.

## **Before and After School Procedures**

### **Bus Transportation**

Bus Transportation is provided by Barrington Transportation Company (847-381-1043). Please refer to the District School Bell and Rose Behavior Expectations for details regarding rules and conduct. Questions or concerns regarding your child's bus route may be addressed directly to Barrington Transportation Company. Issues of significant concern should be brought to the principal's attention.

School bus riders, while in transit, are under the jurisdiction of the school bus driver. All students may be assigned seats, and seating changes will be made by the bus driver and/or principal, as deemed necessary. Problems with bus conduct will be handled as follows:

- If the student's behavior is objectionable, the driver will intervene to stop the behavior.
- Should objectionable behavior continue, the bus driver will fill out a report form and direct it to the school office. Students and parents will be notified of the bus incident by the school principal, or designee.
- A third bus infraction may result in denial of bus privileges for a designated period of time. Students and parents will be notified of any bus suspension.
- Further infractions will result in longer suspension of bus services.

- If the conduct problem is initially extreme, then steps 1 & 2 may be passed over.

Several improvements to enhance the safety and security of your child have been made in the Barrington 220 School District. Among them is the addition of digital video and audio observation cameras on nearly all of the Barrington Transportation Company's largest passenger buses. These clearly identified cameras will help ensure children are behaving appropriately and will provide clarification should an incident occur. Most importantly, on buses where they are installed, the cameras will record audio and video of all routes to monitor the wellbeing of your child while riding to and from school.

Any video or audio recorded during bus routes will be maintained with absolute discretion and will not be available to the public through the Freedom of Information Act. When necessary, recordings will be reviewed with strict confidentiality only by authorized administrators or authorities. This measure is being taken at considerable expense because the school district values the welfare of students who depend on daily bus transportation. Please remind your child that considerate school bus conduct is often the best deterrent to any issues. However, when bus misbehavior comes to the attention of district personnel, the video and audio recordings will now provide better documentation to resolve matters and discourage similar disturbances from occurring again in the future. A complete text of this new policy is provided in the School Bell publication for grades K-5 or on the school district website at [www.barrington220.org](http://www.barrington220.org). Should you have further questions or concerns about this change, please feel free to call the building principal.

Most of the buses are loaded to capacity, only those pupils who are eligible for regular transportation are permitted to ride on the buses. Children are NOT allowed to switch buses. If a child is getting off the same bus at another stop, a note must be written by the parent and signed by the office, then presented to the bus driver for the ride home.

During inclement weather, buses will always run, unless school is canceled. However, bus routes may run long and behind schedule, especially when it is snowing. Please do not call the main office to find out when the bus will arrive at your bus stop.

## **Drop Off and Pick Up Procedures**

Please drop your children off between the lobby and the Kindergarten playground no earlier than 8:45 a.m. Children should walk outside to the back playground. If you need to walk your child into the building, please park in a designated spot and walk your child across the cross-walk. Do not park in the drop-off lane. On mornings of inclement weather or temperatures below 0 degrees, we will bring students directly into the building. Parents will be notified with the posting of a red flag in the drop off lane.

Please remain in your car for after school pick-up. Upon entering the parking lot, immediately bear right into the pick-up lane. Remain in your car until you come to the front entrance and your child's name is called. To assist school staff, parents are encouraged to place a sign with their child's last name in the front right windshield. Once your child is in the car, please pull straight out past the Kindergarten playground. Please observe all lines and signage in the parking lot.

## **Parking Lot Cell Phone Usage**

Parents are advised that the State of Illinois has a law forbidding the use of cell phones in/and around school parking lots. For the safety of our students, please refrain from speaking on your cell phone while driving within our parking lot.

## **Dropping Off Items at School for Your Child**

We try to keep classroom interruptions to a minimum. Any essential items/messages must be left in the main office. Your child will be called to come to the office to pick up forgotten items or messages, when there is an appropriate break. We do not interrupt classroom instruction, unless it is an emergency. Any non-essential items should come to school the following day.

## **End of the Day Messages**

The end-of-the-day preparations for dismissal are sometimes hectic. When we receive very last minute transportation and activity instructions and reminders for your child, we cannot always get them delivered on time. Please try to set plans before your child comes to school, or call us before 2:30 p.m. (2:00 p.m. on Wed.) with necessary changes.

## **Note to Teachers**

A note from the parent to the classroom teacher is required on the following occasions:

- If you plan to pick up your child during school hours.
- If your child will be going home for lunch
- If someone else will be picking up your child at school at any time
- If your child is planning on going home with another child for a play date.
- If your child normally rides the bus, and you plan to pick him/her up at dismissal
- If you are planning an extended absence involving your child, please notify the office and the teacher.

## **Food Practices**

Our Wellness Committee, made up of both parents and staff at Rose School, continually reviews our food practices. Due to the increase of food-related allergies and medical conditions and our efforts with promoting healthy habits for children, our committee created guidelines for our school.

## **Daily Snack**

Students will be encouraged to bring in only healthy snacks which would give them brain power and sustained energy throughout the day. Students will also be allowed to keep water bottles in the classroom in a place designated by the teacher. Classroom snacks may be restricted based on individual health requirements.

## **Birthday Treats**

We believe that birthday celebrations are important in the elementary school. However, we determined that birthdays do not need to be celebrated with the sharing of a treat. Therefore, birthday treats will NOT be permitted in the classrooms. Parents, please follow this practice, as we do not wish to create a disappointing situation for a child who brings in treats and is told he/she can not distribute them.

We will continue to celebrate birthdays with student recognition as part of our morning announcements, a birthday pencil supplied by the Rose Student Council, the Principal's Birthday Book Club, and other special classroom traditions, which will be determined by the individual teachers. We know that the students will feel very celebrated on their special day! Students who do not have a birthday during the school year will be given a day designated as the birthday celebration.

## **Designated School Parties**

Halloween, Valentine's Day and End of Year are designated as three classroom or grade-level celebrations, which are organized by our PTO Room Parents. Room Parents will be made aware of any special food considerations (allergies and medical conditions) so that they can prepare a safe menu of food. Treats will be allowed at these class parties if accompanied by healthy alternatives.

The Wellness Committee's intention with our new food guidelines is to ensure safety and promote healthy habits while our students are young. We hope you will see that our guidelines provide an appropriate balance, which is what we all strive to achieve in our lives!

Communication with the classroom teacher and school nurse is essential for students with special, food-related conditions. Please notify the school nurse if your child has any food related allergies or conditions so that she can communicate this to the teacher, and create a health emergency plan, as needed.

# **Academics**

## **Curriculum**

The Barrington 220 elementary curriculum is aligned with the Illinois State Standards, Common Core (National) Standards, 21st Century Skills Standards and Programme for International Student Assessment (PISA) Standards. Across the curriculum, we employ an Optimal Learning Model (Routman, 2005) to move students from dependence to independence: Demonstration > shared demonstration > guided practice > independent practice. We believe that all students need to be aware of their own thinking in order to be active learners. An

emphasis is placed on the development of enduring understandings across the curricular domains. For more detailed information, please contact your classroom teacher or the principal.

## **Language Arts**

Reading, writing and oral language are the foundation subjects of the curriculum; they develop the competencies on which virtually all subsequent instruction and learning depends. Rose School uses a comprehensive literacy curriculum through Reading and Writing Workshop with a detailed continuum of literacy behaviors and understandings for both the curriculum and the instruction. Teachers access information to intentionally guide instruction based on student needs through a variety of assessment tools and techniques.

Developmentally appropriate instruction at each grade level is thoughtfully scaffolded to allow for the gradual release of skills and strategies to the learner as an independent reader and writer. Through purposeful development of strategies within genre studies, students will develop "habits of mind related to learning a genre, so that they can learn in whatever genres they need." (Bomer, 1995).

## **Mathematics**

Our math curriculum is aligned with the Illinois State Standards and the National Resource Council's Standards of mathematical proficiency in the areas of: (1) computational fluency, (2) conceptual understanding, (3) strategic competence, (4) adaptive reasoning, and (5) productive disposition. We take a constructivist approach to math instruction where the student is at the center of learning. Math fluency is balanced with the teaching of big ideas or "central, organizing ideas of mathematics – principles that define mathematical order" (Schifter and Fosnot, 1993, p. 35). Currently, our teachers are using the Scott Foresman-Addison Wesley program materials with supplemental materials from Everyday Math and other programs.

## **Science**

The science program is a process, inquiry-based approach. Students have ample opportunities for hands-on learning preceding abstract lessons. The basic processes taught are observing, communicating, comparing, organizing, relating, measuring, predicting, and inferring. Integrated processes taught include controlling variables, interpreting data, formulating hypotheses, defining operations and experimenting. In addition to classroom instruction, each grade level has a field-experience. Below is a graphical depiction of the unifying concepts taught in our curriculum (Reichel, 2009).

					Systems & Interactions
			Systems & Relationships	Change & Constancy	
	Change Over Time	Patterns of Change			
Systems of Sorting					
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade

## Social Studies

The primary purpose of the social studies program is citizenship education. The curriculum places a major emphasis on geography, which includes map skills. Current events are studied in each grade.

## Art

The elementary curriculum includes lessons on the elements of design: line, shape, form, color, texture, and space. The emphasis during the primary years is on the development of both observation and fine motor skills, as well as on acquiring an art vocabulary. Intermediate students produce two and three-dimensional art in a more detailed, controlled fashion. A greater emphasis is placed on technique, craftsmanship and the creative process.

## Music

Concepts studied are rhythm, melody/pitch, harmony, form, tone color, texture, style and dynamics. The vocabulary of music and the relationship between music and allied arts such as drama and dance are included. A substantial part of the elementary music curriculum consists of singing and listening. Movement is used to reinforce some music elements. Classroom instruments extend the singing experience, reinforce note and rhythm reading and encourage creativity. Recorders are used in 4th grade and harmonicas are introduced in 5th grade. Instrumental music (band and orchestra) is available beginning in 4th grade.

## Physical Education

The physical education curriculum focuses on physical development as a lifetime process. It is an integral part of the students' total education. Specific objectives have been established at all grade levels in the areas of basic locomotor skills, fitness, ball skills, social emotional development, team and individual activity. The Rose students receive daily P.E.

## **Health**

The focus of health education is to promote healthy life styles and guide students toward optimal health as they mature. Instruction in human growth and development, nutrition, safety, drug awareness and family living is provided at each grade level.

## **Social Emotional Learning**

Social emotional learning (SEL) is integrated throughout the curriculum and taught explicitly through a research-based program (Second Step) by all teachers at Rose School. SEL is the process of developing social and emotional skills in the context of a safe, caring, well-managed and engaging learning environment. These skills include the ability to: Recognize and manage emotions, care about and respect others, develop positive relationships, act ethically and make good decisions. We feel that emotions affect how and what we learn. Schools are social places and relationships provide the foundation for learning. Furthermore, these social emotional competencies are aligned with the 21st Century Skills Standards.

## **Service Learning (R.E.A.C.H.)**

Our school community believes the Rose students should be engaged in activities that meet the needs of others in their community and beyond. These experiences of serving others can be used as an opportunity for self-reflection and learning. We refer to these various service learning activities under the program title, Rose Extends A Caring Hand (R.E.A.C.H.). Service learning projects are reviewed and planned annually by the PTO and Student Council. A four-part process is used when planning: preparation, action, reflection and recognition. The students' "head, heart and hands" are considered in all activities. In the past, Rose has been involved with local food pantries, women/children shelters, Veterans groups, and Barrington Giving Day. We have also maintained a long-standing relationship with our "sister school", Henry O'Tanner School.

## **Special Services Program**

The Department of Special Services utilizes the regular education curriculum as a guide and adapts methodology and materials to achieve goals consistent with the students' developmental level. Additional goals are developed for each student who is eligible for services through an Individualized Education Plan (IEP). The IEP is developed before the student's educational placement is determined. It is reviewed and revised annually or sooner. Each student in a special services program is re-evaluated for continuing eligibility every three years or sooner.

## **Response to Intervention**

Response to Intervention is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. We benchmark all students 3 times a year in the areas of reading, writing and mathematics. This data is analyzed by building-level and grade-level teams in order to adjust core instructional practices and design supplementary and intensive interventions. More information can be found under "Parent Resources" on the main district website: [www.barrington220.org](http://www.barrington220.org).

## **Reading Resource Program**

First and second grade are crucial grades for learning to read, and research has documented the value of providing reading intervention at these grade levels. Our reading resource teachers work with students, teachers and parents to provide effective small group and one-to-one instruction. This instruction supplements the core instruction within the general education classroom. It is not a replacement of the classroom teacher's reading program.

Reading intervention at grades 3-5 expands, but does not replace, classroom instruction. Students identified for intervention may receive research-based strategies to improve comprehension, decoding and fluency. A strong emphasis is placed on progress monitoring at this level.

## **Extended Learning Programs**

The Extended Learning Programs assist students who have a need for educational services distinct in nature and content from the existing, usual programs in district schools. Students who need academically extended programs in mathematics and/or reading are served through the Extended Resource Program. The upper 2 percent of intellectually extended students in third through fifth grade may participate in a self-contained class located at Hough Street School. For more information, please contact our extended resource teacher, Mr. Ron Metcalf at [rmetcalf@barrington220.org](mailto:rmetcalf@barrington220.org).

## **Library Media Center**

Rose School has a comprehensive library-media center (LMC) staffed by a full-time library media specialist and library clerk. The LMC operates on a fixed weekly schedule where students visit the library as part of their regular school schedule. However, an effort is made to extend the learning of the classroom through cooperative planning and the integration of information technology. In addition to a large print and non-print student collection, Rose School has an impressive leveled literacy library to support the guided reading instruction of the classroom teachers.

## **Testing**

We use a variety of formative and summative assessments throughout the school year. This data assists our teachers in making instructional decisions and problem solving on individual students. We also look at data globally to help us plan instructional programs at the building and district level. Our universal measures include AIMSweb curriculum-based measurements of early literacy skills at kindergarten through grade 2, NWEA Measures of Academic Progress (MAP) at grades 2 through 5, Cognitive Abilities Test (CogAT) and Illinois Standards Achievement (ISAT) at grades 3 through 5. For specific dates of administration, please consult the testing calendar on the Rose web page or your classroom teacher.

## **Homework**

Research suggests that there is a relationship between homework and achievement. Homework is a powerful method, if used appropriately, extends the school day, provides practice, and provides opportunities for the learner to refine knowledge. The six points listed below are how you as a Rose School parent can contribute to your child's successful completion of homework.

- Help your child establish a consistent schedule and organized place for homework to be done.
- Encourage, motivate and prompt your child, but do not sit with him/her and do the homework with him/her. The purpose of the homework is to practice and use what he/she has learned. If your child is consistently not able to do the homework by him/herself, please contact the teacher.
- If your child is practicing a skill, ask him/her to tell you which steps are easy for him, which are difficult, or how he/she is going to improve. If your child is working on a project, ask him/her what knowledge he/she is applying in the project. If your child is consistently unable to talk about the knowledge he is practicing or using, please call the teacher.
- Although there may be exceptions, the minutes your child should spend on homework should equal approximately 10 times his/her grade level. (2<sup>nd</sup> grade = 20 minutes, 3<sup>rd</sup> grade = 30 minutes, and so on).
- When bedtime comes, please stop your child, even if he/she is not done.

Each teacher will communicate to you the homework policy for their particular class. Those policies all fit under the umbrella of the Rose School homework policy and encourage each child to become an independent and responsible learner.

## **Extended Student Absences**

If a family must miss an extended period of school, they should inform the classroom teacher and the front office. Family trips are considered an unexcused absence. No teacher will be required to provide assignments in advance.

## **Conferences**

Parent-Teacher conferences are scheduled for October and March. However, we encourage you to schedule an appointment with our staff at anytime to discuss progress or any concerns you may have about your child. Please utilize the staff member's direct line or email to make initial contact. All concerns within the classroom should first be directed to the teacher.

## **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.

## Field Trips

Field trips are an important part of our school program and are carefully selected and planned for various studies at each grade level. Permission slips are sent home prior to any field trip. These signed permission slips must be returned to school for a child to participate.

## Student Placement

Beginning in April, the Rose staff start the important task of developing class lists for the following school year. Classroom teachers, student support personnel and the principal devote considerable time and effort toward this process. The Rose staff members know the children well and, therefore, the vast majority of students are appropriately placed without special information from parents. The goal is always to place each child where we believe he or she will have the greatest success. A heterogeneous combination of students offers a positive class environment. Many factors are considered to create balanced groups, such as the range of academic abilities, gender, individual learning styles, personalities, student behavior and student-teacher considerations.

However, if a parent wishes to provide the school with unique information concerning social, emotional, or academic factors, please keep the following two points in mind:

1. **Submit your thoughts in writing no later than May 1.** Because the class placement is a complex and lengthy process, input received after this date may be too late to be considered among our other factors. Once the class lists are completed, changes will not be made.
2. **Do not request specific teachers.** Requests for specific teachers inevitably compromises the numerous other factors that we are carefully considering. Furthermore, this practice is not in alignment with our educational philosophy. Therefore, the teachers and principal will not discuss specific teacher requests with parents.

While parent input is valued, the final decisions concerning class placement rests with the principal and teachers. Consequently, promises or guarantees regarding any student's class placement will not be made. Please rely on our professional judgment and trust we will group and provide children with the best possible learning environment.

## School Supply Program

In an effort to bring down the financial cost and waste of school supplies, the Rose PTO instituted a school supply initiative in the fall of 2008. The PTO school supply coordinator, Sheri Vargo, works with a wide variety of vendors to drive the cost of supplies down. Supplies are purchased for the grade level and distributed at the beginning of each school year by a team of parent and student volunteers. The parent one-time fee accounts for the replacement of all consumable items over the course of a school year.

# Student Records and Reporting

## Student Records

Rose School follows all rules and regulations defined by the Family Educational Rights and Privacy Act (FERPA). For more information, parents are directed to the *School Bell*.

## Progress Reporting

Report cards are issued three times in November, March and June. Parent teacher conferences are held in October and March. Additional conferences may be initiated by the teacher, principal or parent at any time when either feels such a conference is advisable.

## Discipline

Rose School's school-wide behavior support system follows a Reponse to Intervention framework with multi-tiered interventions and supports. Primary prevention (tier 1) efforts focus on supporting academic success and desirable behavior through explicit teaching and modeling of expected behavior. The "Respectful Rays" behavior expectations (see below) and social emotional learning curriculum are two other important components of our universal behavioral supports.

Secondary (tier 2) behavioral interventions seek to prevent repeated academic failure and problem behavior, and focus on students who need more support than is offered at tier 1. These interventions can include an apology letter, lunch detention, parent conference, or in-school suspension.

Finally, intensive (tier 3) behavioral interventions focus on students who have serious or chronic academic and/or behavioral problems. Often these students require an Individualized Education Plan (IEP), Functional Behavioral Assessment, and Behavior Intervention Plan.

## “Respectful Rays” Behavior Expectations

At Rose School, We <u>R</u> espect	<u>O</u> thers	<u>S</u> elf	and the <u>E</u> nvironment
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Hands to yourself</li> <li>• Quiet feet and voices</li> </ul>	<ul style="list-style-type: none"> <li>• Keep to the right side</li> <li>• Careful on stairs</li> <li>• Report problems to teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hallways clean &amp; clear</li> <li>• Close your locker door</li> <li>• Stay out of other lockers</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Give others privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Get permission from teacher</li> <li>• Get back to class quickly</li> <li>• Report problems to teacher</li> <li>• Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilet</li> <li>• Keep floors clean and dry</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Play by the rules</li> <li>• Allow everyone to play</li> <li>• Take turns</li> <li>• Use respectful language with students &amp; adults</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate sportsmanship</li> <li>• Listen to adults</li> <li>• Line up at whistle quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of equipment</li> <li>• Pick up personal belongings</li> <li>• Walk on sidewalk</li> </ul>
<b>Lunchroom</b>	<ul style="list-style-type: none"> <li>• Give others personal space</li> <li>• Use quiet voices</li> <li>• Use respectful language with students &amp; adults</li> <li>• Make room for everyone to sit</li> </ul>	<ul style="list-style-type: none"> <li>• Take only what you can eat</li> <li>• Finish your lunch</li> <li>• Leave food in lunchroom</li> <li>• Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Throw all trash away</li> <li>• Bring lunch in re-usable container</li> <li>• Report spills</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Be kind to others</li> <li>• Only talk to those seated next to you</li> <li>• Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>• Obey your bus driver</li> <li>• Keep belongings in your seat</li> <li>• Leave valuables at home</li> <li>• Stay in your seat</li> <li>• Report problems to driver</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up all trash</li> <li>• Keep aisle clear</li> </ul>

Students who do not follow our behavioral expectations will be subject to disciplinary measures. Factors including age of student, frequency of behavior infraction, and severity of behavior infraction will be considered when determining appropriate consequences. Typically, at the elementary level, a progression of consequences are given starting with minor consequences and increasing to major consequences as behavior infractions continue. However, more serious consequences, such as physical aggression, bullying, and inappropriate language, may result in an immediate major consequence.

Typical disciplinary measures include, but are not limited to, verbal warning, student conference with teacher/principal, apology letter, completion of Character Reflection Form, loss of recess, loss of classroom/building/bus privilege, temporary bus suspension, after school detention, in school suspension, out of school suspension, and expulsion. For more details regarding discipline measures, please refer to the School Bell.

## **Bullying and Harassment**

Rose School is dedicated to the social-emotional development and safety of all children. This includes the prevention of bullying in our building. Bullying is not a "harmless rite of passage". It can have serious effects on individual victims and the general climate of our school. Children who are bullied need clear messages of support from adults. Children who engage in bullying need help taking responsibility for their behavior. Prevention efforts include social-emotional curricula, staff training, explicit school-wide behavioral expectations, parent-teacher collaboration and individual student support.

While Rose School is a healthy, safe environment for children to learn and grow, bullying behavior can still be present on occasion. Students are encouraged to seek the assistance of teachers and the building principal whenever necessary. In addition, the district offers an online reporting form to provide all students with an opportunity to safely report bullying behavior. This form can be found under Parent Resources > Bullying Resources on the district home page, [www.barrington220.org](http://www.barrington220.org).

Bullying behavior is when one or more students employ physical, emotional, or verbal abuse to make life miserable for another student. The abuse can take many forms from simple name calling to physical abuse to sexual harassment. Bullying behavior is defined by its intensity and duration and is distinguished by a pattern of repeated physical or psychological intimidation.

The position of victim is characterized as the object of bullying behavior. Usually, the victim has done nothing deliberate to invite such negative attention. In extreme instances, a victim can exhibit bullying behaviors.

Bystander behavior is typified by someone who "stands by" while bullying is taking place. Bystanders do not actively participate, but they are rarely neutral. Passive observing reaffirms the bullies power. On the other hand, bystanders have the greatest potential to turn the situation around.

Cyberbullying is defined as willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices. Even

though this form of bullying can be anonymous or distant in nature, it can result in the same level of psychological or emotional damage as traditional forms of bullying.

### **Prohibited Items**

For the safety of all students, please do not allow your child to bring the following items on the bus or to school: spray bottles, aerosol cans, hairspray, perfume, matches, lighters, and glass bottles. Students should never have in their possession or on their person any item that could be constructed as a weapon or resemble a weapon. A weapon is defined as any physical object that could potentially do harm to another person. A student that brings such an object to school is subject to disciplinary measures as outlined in the School Bell.

In addition, please do not allow your child to bring iPods, trading cards, handheld video games, personal electronic devices, or other personal items of sentimental or monetary value. These items are easily lost during the school day, and the school cannot be responsible for the security of these items. Cell phones are not allowed in the classrooms. Cell phones must be kept in the student’s locker or backpack and must be turned off.

### **Dress Code**

Students are not allowed to carry any paraphernalia or wear any clothes depicting drugs, smoking or alcohol. Hats are to be removed upon entering the building. We ask our intermediate level parents to consider the development age of their children in regards to overly revealing clothing which includes, but is not limited to: skirts/skortis that are above mid-thigh length, short shorts, spaghetti strap tops, bare midriffs, and exposed undergarments.

## **Lunchroom and Playground**

Lunch is available to all Rose students on a daily basis. All checks should be made payable to Barrington 220. Please send name of student and teacher when sending payment. Meal accounts can also be increased by accessing your student’s account online under the Alphaweb icon at [www.barrington220.org](http://www.barrington220.org) and using your credit card. The lunch menu is also available for view on the district website. Applications for federally funded free and reduced lunches are available in the main office.

### **Lunch Prices**

Lunch.....\$2.50          Milk.....\$0.50

### **Lunch/Recess Schedule**

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Lunch	12:10	12:20	12:20	12:20	12:10
Recess	11:50	11:50	12:40	12:40	12:30

## **Playground Supervision**

Our playground is supervised during arrival, primary recess, and lunch recess by our building assistants. Our building assistants main responsibility is to ensure the safety of our students during these times. If your child has an issue during recess, he/she should seek out the playground supervisor for assistance.

Playground supervision is NOT provided before 8:45 AM or after school hours. Students should not arrive to school before 8:45 AM nor stay without parent supervision after 3:45 PM (3:10 PM on Wed.).

Students will remain indoors for recess when the thermometer reaches an equivalent temperature of 0° F or when it is raining outside. Please make sure your child is dressed appropriately for all types of weather. Layering clothes is always a safe bet, as the weather tends to change throughout the day.

## **Lost and Found**

The “Lost and Found” is located on a table outside the front office. Please put your child’s name on all outer clothing, gym shoes, boots, backpacks, and lunchboxes. Periodically throughout the year, unclaimed items are donated to charity.

## **School Activities and Special Events (Under Construction)**

### **School Visitors**

Parents, volunteers and other visitors must enter the building through the main entrance and proceed directly to the main office. ALL visitors must sign-in and collect a visitor’s badge from the main office (we use an electronic identification system that requires visitors to present a photo ID that can be scanned into our District database). It is important that you be acknowledged by the front office personnel.

The Building Principal or designee shall seek the immediate removal of any person who: (1) refuses to provide requested identification, (2) interferes with, disrupts, or threatens to disrupt any school activity or the learning environment, (3) or engages in an activity in violation of Board policy 8:30, Conduct on School Property.

### **Classroom Observations**

Any parent who wishes to observe his/her child’s classroom must make an appointment with the building principal. All classroom observations are accompanied by the principal or his designee. In order to minimize the disruption to the classroom, we try to limit classroom observations to 30 minutes.