

**Oswego High School  
2007–2008  
Student Planner and Handbook**

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## Phone Directory

Oswego High School . . . . .	636-2000
Athletic Office . . . . .	636-2023
Attendance . . . . .	636-2061
District Administration . . . . .	636-3080
Nurse's Office . . . . .	636-2042
Police Liaison . . . . .	636-2020
Registrar . . . . .	636-2030
Security . . . . .	636-2021
Special Education Coop . . . . .	553-5833
Student Services . . . . .	636-2040
Transportation . . . . .	636-2999

## Where Do I Go?

Academic problems . . . . .	Teacher/Counselor
Address changes . . . . .	Student Services
Attendance problems . . . . .	Attendance Office
Discipline problems . . . . .	Dean's Office
Driver Education . . . . .	Athletic Office
Locker problems . . . . .	Dean's Office
Personal problems . . . . .	Counselor/Social Worker
Physical/Medical problems . . . . .	School Nurse
School fees . . . . .	Main Office
School insurance . . . . .	Athletic Office
Sports information . . . . .	Athletic Office
Summer school . . . . .	Student Services
Theft . . . . .	Dean's Office/Police Liaison
Transcripts . . . . .	Registrar
Vehicle Registration . . . . .	Dean's Office
Work Permit . . . . .	Student Services



# 🐾 OHS Academic Information 🐾

## ***OHS Mission Statement***

“Our mission, with community support, is to create a safe learning environment, in which students have opportunities to acquire knowledge, skills, and values to succeed in an ever-changing world.” (Revised 2002)

## ***Graduation Requirements***

The District 308 Board of Education has established the following graduation requirements. Please review specific departmental requirements in this booklet.

Subject	Credits for Class of 2008	Credits for Class of 2009–2011
English	3.50	3.50
Oral Communications	.50	.50
Mathematics	2.50	3.00
Science	2.50	2.50
Social Studies	2.50	2.50
Physical Education	3.50	3.50
Driver Education	.50	.50
Health	.50	.50
Consumer Education	.50	.50
Technical Applications	.50	.50
Fine Arts	.50	.50
Electives	6.50	6.00
<b>Total Credits Required</b>	<b>24.00</b>	<b>24.00</b>

The following courses satisfy OHS requirements for graduation in the designated departments. **NOTE:** These courses **may not satisfy specific college entrance requirements.** Check with your counselor and the college of your choice to be sure you meet your specific college entrance criteria.

English	Mathematics	Science	Fine Arts
Creative Arts	Computer	Advanced	Creative Arts
Critical Studies in Film	Programming 1	Electronics	Critical Studies
Early Childhood 1 (0.5 credit)	Computer	Electronics Tech 1	in Film
Early Childhood 2 (0.5 credit)	Programming 2	Horticulture 2	Floral Design
Professional Communications		Introductory	Fundamentals
		Horticulture	Interior Design
		Principles of Technology	

If a student is successful in taking a Consumer Education Proficiency Test, he or she may be excused from the required Consumer Education class; however, credit counting toward graduation will not be given. The Consumer Education Proficiency Test will be given twice each year. Students may only test once per school year. The requirements of successful completion of examinations on the State and Federal Constitutions and the display of the American Flag will be covered in Political Science.

## ***Class Rank and Grade Point Average***

OHS offers many Honors and Advanced Placement courses. A weighted factor is considered in calculating the grade point average for these classes. Weighted factors will be at 1.0 in all Honors and AP classes except Honors English, which shall use a weighted factor of 0.5.

<b>Grade</b>	<b>Grade Point</b>	<b>Weighted Factor</b>
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	1.0
F	0.0	0.0

## ***Grade-Level Identification***

All students are required to earn a certain number of credits to be promoted to the next appropriate grade level. Despite the number of years in high school, a student must achieve the minimum requirements listed below to be considered for advancement in grade level. Grade level placement will not change while courses are in progress, as students' total credits will be calculated at the end of each school year.

<b>Total Credits</b>	<b>Grade Level</b>
0–5.99	Freshman
6.00–12.99	Sophomore
13.00–18.99	Junior
19.00 or more	Senior

## ***Early Graduation***

The following steps need to be taken to apply for early graduation:

- Make an appointment with your counselor to check your credits and make sure you have met all graduation requirements (including any college requirements, if applicable).
- Write a letter to the principal stating when and why you would like to graduate early and what your plans are after you graduate. You and your parent/guardian must sign the letter.
- Turn the letter in to your counselor no later than the middle of the term in which you are requesting to graduate. Please note that if you choose to graduate after first or third term and are in a full-semester class, you will receive a grade of "F" for dropping that class (another reason to plan ahead!).
- If you want your picture to appear in the yearbook, you must notify the yearbook advisor by October 31. Likewise, if you intend to participate in the Commencement exercises, you must notify the Student Services department secretary by May 1.
- After your term of graduation, participation in extracurricular activities will be limited. See your counselor for more information.
- Any violation of school policy, as stated in the handbook and/or student discipline code, could adversely impact participation in Commencement.

## ***Honor Roll and High Honor Roll***

Honor Roll lists are published after terms two and four and apply to students with full-time status (minimum of three classes per term). High Honor Roll shall consist of students who have a grade point average of 4.0 or higher. Honor Roll shall consist of students who have a grade point average of 3.0 to 3.999. Grades in Drivers Ed and courses taken Pass/Fail are not included in Honor Roll calculations. If a student receives an incomplete grade, he or she is ineligible for the Honor Roll that term.



Students who have a grade point average of 4.0 or higher and have met the qualifications required to be on the High Honor Roll (minimum of three classes per term) shall earn their Academic “O” letter.

### ***Interim Progress Reports***

Interim progress reports are sent out to parents at the midpoint of each term. These reports are designed to inform the parents and students of the students’ progress during that particular grading period. Parents are urged to contact the student’s teachers if the student is doing unsatisfactory work in class.

### ***Report Cards***

Report cards are issued four times throughout the school year. Students should expect to receive their report cards approximately one week after the completion of each grading period.

### ***School-Wide Grading Scale***

<b>Percentage</b>	<b>Grade</b>
90–100%	A
80–89%	B
70–79%	C
60–69%	D
59 and below	F

## **Programs of Study**

It is very important for a student to plan his or her high school career properly. The counseling staff encourages parents to be directly involved in the planning process. Students receive registration materials from the counselors. The following are some general descriptions of possible high school programs.

### ***Four-Year College Preparatory***

Parents and students should begin to think about career and college plans early so that courses selected in high school will meet the admission requirements of the colleges the students wish to attend. The following is a listing provided by the public universities of Illinois reflecting new admission standards. More highly selective universities probably require additional course work. If you have questions, contact your student’s counselor who will help facilitate consultation with individual institutions for more specific information.

<b>Subject</b>	<b>Credits</b>
English	4.00
Mathematics	3.00
Science	3.00
Social Studies	3.00
Fine Arts/Vocational/Foreign Language*	2–4

\*Selective schools require foreign language; please refer to individual college catalogs for specific information.

## ***Two-Year College Preparatory***

OHS students are residents of the Waubensee, Joliet Community College or College of DuPage districts. An application process similar to that required by four-year colleges is necessary to attend, whether it is for a two-year degree, certification in a specialized field, or for self-improvement. Selected courses taken in high school are not required for admission, but students should be aware that core courses (English, Math, Science, and Social Studies) are recommended to be taken in high school in order for college courses taken to be transferred to a four-year college. Technical or specialized courses in particular fields are recommended for technical/trade schools. Most schools do not require an ACT or SAT score for admission, but may use the scores for scholarship criterion or financial aid consideration.

## ***General High School Program***

The General High School Program can best be described as a program of study that includes course work that will provide a strong educational foundation, as well as courses that give the student an opportunity to explore possible career or vocational choices. For example, a student who may consider entering one of the trades (draftsman, carpenter, or mechanic) may combine the academic program with elective courses offered in the Industrial Technology Department. A student thinking of a career in business or office occupations may combine academic studies with elective courses offered by the Business Department. A student thinking of a career in the food industry or childcare may combine academic studies with electives taken in the Family and Consumer Sciences Department.

## ***NCAA Core Curriculum Requirements for Potential College Athletes***

The National Collegiate Athletic Association requires specific high school courses for participation in college athletics. High school students should contact their athletic director and/or counselor for advice regarding the following NCAA Clearinghouse requirements. (The NCAA Clearinghouse is the transcript evaluation center.) Listed below are Division I requirements. Division II requirements are slightly different. See your counselor for details.

### **16 Core Courses**

4 years of English

3 years of mathematics (Algebra 1 or higher)

2 years of natural/physical science (1 year of lab if offered by high school)

1 year of additional English, mathematics or natural/physical science

2 years of social science

4 years of additional courses (from any area listed above, foreign language, or non-doctrinal religion/philosophy)

The definition of a core course: For purposes of meeting the core curriculum requirement, a "core course" is defined as a recognized academic course designed to prepare a student for college-level work (as opposed to a vocational or personal-services course.) Courses that are taught at a level below the high school's regular academic instruction level (e.g. remedial, special education or compensatory) shall not be considered as core courses regardless of course content. NCAA will not accept pass/fail grades for core classes.

Listed below are courses within our curriculum that meet the NCAA Core Curriculum Requirements. Refer to the handbook for additional courses. Do not limit yourself to these courses alone.

<b>English</b>	<b>Mathematics</b>
British Literature College Gram/Comp 1 and 2 Creative Writing Critical Studies in Film Electronic Media English 1–4 (including Honors, AP, Accelerated Honors) Group Discussion Journalism 1 and 2 Modern World Literature Oral Communications Scholarship Writing Theater Arts	Algebra 1 and 2 Algebra 1T3 Analysis 1 and 2 AP Calculus 1 and 2 AP Statistics Geometry Honors Algebra 2 Honors Analysis Honors Geometry Honors Integrated Geometry/Alg 2 Intermediate Algebra 1 and 2
<b>Social Studies</b>	<b>Natural/Physical Science</b>
AP US Government/Politics Economics Modern World History (including Honors) Political Science (including Honors) Psychology 1 and 2 Sociology US Contemporary Issues US History (including AP and Honors)	Anatomy/Physiology (lab) Astronomy Biology (lab) Chemistry (lab) Honors and AP Biology (lab) Honors and AP Chemistry (lab) Honors and AP Physics (lab) Physics (lab) Principles of Technology
<b>Additional Core Courses</b>	
Advanced Electronics Business Law Computer Programming 1 and 2 French 1–4 Spanish 1–4	

## 🐾 Curricular-Related Policies and Procedures 🐾

### ***Ability Grouping***

Enrollment in advanced placement, honors or essential level classes is determined by test scores, the approval of the department, the student, and the student's parents.

### ***Advanced Placement Program***

Advanced Placement (AP) courses are offered by five departments: Fine Arts, English, Mathematics, Science, and Social Studies. These courses, in general, adhere to the suggested College Board course descriptions and serve as the primary vehicle to prepare students for the voluntary AP examination in May. In addition to preparing students for the AP exam, AP courses allow students to experience the pace and intensity of a college-level course while still in high school. The AP courses are challenging and rigorous, require more work and more time than other high school courses, but are evaluated by former AP students as a most valuable experience of their high school education. Although each college determines what AP examination grades it will accept for credit and/or advanced placement, the great majority of colleges accept grades of 3 or better and award the student credit in the subject matter tested. In some cases, no credit is given, but the student begins the program of study at an advanced level. Please consult the course descriptions for the list of Advanced Placement courses in each of the aforementioned departments.



## ***Audit Policy***

A student may audit a course as a fourth class providing space is available at the time of registration and with the consent of the instructor. Students who audit classes are required to complete an audit form. In addition, they must meet the same expectations as other students in the class. No grade or credit is awarded.

## ***College Credit at Waubonsee Community College, Joliet Junior College, and College of DuPage***

Waubonsee Community College, Joliet Junior College, and College of DuPage awards college credit when learning experiences at the high school level of instruction duplicate those at the college level. Articulated credit enables students to receive advanced placement to save time and money and to avoid duplication of material already learned in high school. Students must earn an A or B in the high school class and apply for credit within two years of graduation. The following is a list of courses at Oswego High School for which articulated credit can be earned. See your counselor for the "College Credit Articulation Forms". For a complete list of requirements for Waubonsee Community College credit call VALEES at 630-466-7900, ext. 2474 or visit their web site at [www.valees.org](http://www.valees.org). See your counselor for additional requirements for Joliet Junior College and College of DuPage credit.

<b>Waubonsee Community College</b>	<b>Joliet Junior College</b>	<b>College of DuPage</b>
Accounting 2	Advanced Floral Design	Advanced Graphic Communications
Advanced CAD/Drafting Design	Floral Design	Clothing and Textiles 1 & 2
Advanced Graphic Communication	Horticulture 2	Fashion Merchandising
Advanced Technical Drafting	Introductory Horticulture	
Architectural Drafting 2	Landscaping	
Automotive Technology 1	Restaurant Management 2	
Automotive Technology 2		
Advanced Automotive Tech CAD 1		
Consumer Education		
Early Childhood 1 and 2		
Fundamentals of Business		
Marketing 1 and 2		
Principles of Technology		
Residential Architectural Drafting		
Technical Drafting		
Word Processing 1		

## ***Copies of Schedules***

Students are issued a copy of their schedule prior to the start of each term. If a student loses this copy, there is a \$5.00 charge for replacement. Replacement copies can be obtained in Student Services.

## ***Course Load***

Students must be enrolled in four classes each term. One-credit courses meet 2 terms. One half-credit courses meet 1 term. Students who have enrolled in a school work program or applied for early dismissal or late arrival are the only exceptions. A thirty-minute early dismissal



study hall is required in order for students to meet the state-mandated, three hundred minute attendance requirement.

## ***Course Selection Timeline for 2008–2009***

The course selection process will begin the first week of January with the distribution of the course catalogue. Postcards with appointment times will be sent home to each student. The postcard will state the date and time of the appointment, as well as serve as a pass for the student to come to Student Services. At the time of the appointment, the student should have eight credits selected, as well as two .50 credit alternates and one full credit alternate. At the completion of the appointment the student will receive a copy of their course selection. Students will also receive a verification of their courses later in the year, which will require a parent signature. Student schedules will be distributed at the final registration in August. After this point, schedule changes will be very limited. The course selection process is extremely important. We ask that students and their parents put thought and planning into the selections. If you have any questions or concerns, please feel free to contact your student's counselor at the voicemail or email below:

<b>Last Name of Student</b>	<b>Counselor</b>	<b>Voicemail</b>	<b>Email</b>
A–E	P. Hilderbrand	2046	FHilderbrand0726@oswego308.org
F–L	M. Niedert	2048	MNiedert1130@oswego308.org
M–R	E. Wiencek	2047	EWiencek1110@oswego308.org
S–Z	J. McCann	2041	JMcCann0629@oswego308.org
Special Needs	R. Culbertson	2045	RCulbertson0316@oswego308.org
AT Students	P. Marcinko	2064	PMarcinko0221@oswego308.org

## ***Driver Education Requirement***

In order to enroll in a driver education course, public and non-public students must receive passing grades in at least eight courses during the two terms immediately preceding the enrollment. This provision became effective January 1994 by the Illinois General Assembly.

## ***Repeating Courses***

When a student fails a required class, she or he must repeat the class. However, all "F" grades remain on a student transcript. In addition, a student may request to repeat a course in an area where the skill level needs to be increased before moving on to the next course in a sequence, but double credit may not be earned. The grade earned the first time the course was completed will remain on the transcript, but will be removed from the grade point average.

## ***Dropping or Adding a Class***

The decision to take a course is an important one. Students should seriously consider their educational and career goals and develop a program of study to work toward them. Because teaching staffing is based on these decisions, as well as the considerable amount of time and thought involved in these choices, course changes are kept to a minimum after courses are selected for the year. The final date for dropping a first semester class is August 24, 2007. Courses for second semester may be dropped through December 21, 2007. No schedule changes will be made after these dates. If a student must drop a class after the first day of classes, a grade of "F" will be issued for the dropped course. The only exceptions to this policy are administrative errors or placement changes. **NOTE:** Dates are subject to change depending on School Board approval of the 2007–2008 school calendar.

## ***Dual Credit***

Dual credit courses are those courses within the high school curriculum that allow students to earn both high school and Waubensee Community College credit for the same course. Financing for tuition for dual credit courses offered at Oswego High School will be determined under two distinct course categories: State funded and Non-State funded.

1. Tuition for dual credit courses which are approved for State reimbursement funding will be provided by the district.
2. Tuition for dual credit courses which are not approved for State reimbursement funding will be paid for by the student.
3. All books and fees for both State funded and Non-State funded dual credit courses will be paid for by the student.
4. Dual credit courses offered at Oswego High School and taught by Oswego High School staff are not subject to tuition fees.

The OHS counselors all have copies of this new policy and can assist students in identifying which courses are State funded. In addition, there may be grants available for dual credit course tuition. The counselors can provide that information as well.

## ***Enrollment Requirement***

The school district is not required to re-enroll any student above the age of seventeen who has dropped out of school who could not, because of advanced age and lack of credits, attend classes during the normal school year and graduate before his or her twenty-first birthday. Those students denied re-enrollment will receive counseling that will lead to attainment of a diploma in an alternate setting, or receipt of a GED. This provision became effective in January 1994 by the Illinois General Assembly.

## ***Extension Courses***

Prior approval from the Student Services department is required for any course taken outside OHS. A student can transfer 2.0 credits from correspondence courses and 2.0 credits from college or university courses. Transferring credits beyond 2.0 must be approved by the Director of Student Services.

## ***Foreign Exchange Students***

Oswego High School will limit the number of foreign exchange students entering to three students annually. Incoming foreign exchange students must have "official transcripts" from their home country already transcribed in English. These students may enroll via any accredited exchange agency.

Foreign exchange students entering OHS will not receive an OHS diploma—rather a certificate of completion. Any arrangements for a high school diploma granted must be handled through the exchange program. Foreign exchange students will be able to receive their certificate of completion during the graduation ceremony.

Foreign exchange students must be fluent, or at least proficient in the English language. An English proficiency exam may be required by OHS before a student can be enrolled. OHS will help students pursue the opportunity to study abroad. However, any arrangements made by an OHS student to study in a foreign country will be made directly between the student, the family and the exchange agency.

## ***Incompletes***

An incomplete grade, or "I", represents work not completed by the end of the term. Incompletes are given only in extraordinary circumstances. This work must be made up within the next term.

**If the work is not made up by the end of the next term, the grade will be changed to an "F".** When work cannot be made up by the end of the next term due to extenuating circumstances, the student must petition for additional time or the grade will automatically be changed to an "F".

## ***Student Withdrawal***

Students withdrawing from school need parental permission. Students wishing to withdraw must obtain a "Withdrawal" form from the Registrar and have it signed by each teacher, indicating all books and fees have been secured. After the form has been completed, the student should return it to the Registrar.

## ***Textbook Return***

At the end of each completed course, it is the students' responsibility to return all textbooks to their corresponding instructors. Failure to do so may result in a book fine and the inability to take the final exam for that course. In addition, students will be assessed a monetary fine for defaced or damaged textbooks.

# **🐾 Attendance 🐾**

The school day begins at 7:30 am and ends at 2:30 pm. The school district operates under the authority, policies and laws set forth in the School Code of the State of Illinois.

Punctual and regular attendance at school is the joint responsibility of the student and his or her parent(s) or guardian(s) and is necessary if a student is to obtain maximum benefit from his or her educational experience. Regular attendance is a value and standard that prepares the student for the world of work and adult responsibilities. The school district expects all students to attend school, to be on time, and to bring appropriate school material with them.

## ***Approved Vacations/Approved Absences***

Parents are discouraged from taking students out of school for vacation or for non-school sponsored events. However, if the absence is unavoidable, the following procedures must be followed for the absence to be excused:

- A parent must call the Attendance office to verify the request.
- A "Pre-arranged Absence Form" must be picked up in the Dean's office.
- A form must be signed by all of the student's teachers and the parent.
- The form must be returned to the Dean's office two days prior to the absence.
- Students are responsible for all missed assignments.

## ***Closed Campus/Permit to Leave***

Once students arrive at school, they may not leave the school premises or go outside the school building, including the parking lot. In the case of a non-medical emergency, students must secure permission from the administration if they need to leave the building. Students are expected to bring all materials, books, supplies, homework, etc. in with them when they arrive at school. **Permission to go home or to the parking lot will not be granted** for such reasons as homework, books, lunch money, PE uniform, etc. The school will make every effort to secure the parent's permission before a student is allowed to leave school for any reason. **Leaving school without school permission (even though the parent knows) or being in the parking lot without school permission will result in disciplinary action.** Students who have permission to leave school during the day must sign-out and then sign-in upon their return.

## ***College Visitations***

Seniors will be allowed two days of excused absence to visit colleges and universities provided they have parental permission. Visits to local universities (Aurora University, Waubensee Community College, Joliet Junior College, College of DuPage, North Central College) should be arranged at a time other than during the regular school day. The student's parent/guardian must call the attendance office at least one day prior to the visitation to verify the visit. Special consideration to this policy may be made by the administration on a case-by-case basis.

## ***Excessive Absences***

In cases of excessive absence, a letter may be sent to the parents requiring a complete physical examination at the parent's expense before the student be readmitted to school (Illinois School Code, Section 27-8). For students under the age of seventeen, the following steps shall be initiated to promote student attendance. If absences have not been a result of hospitalization or illness/injury verified by a doctor's note, school nurse, or administrative approval, the following may be done:

1. After 10 cumulative days of absence in a school year, the principal or his/her designee shall request that the parents contact the school by phone or in person.
2. After 15 cumulative days of absences in a school year, a letter shall be sent to the parents requiring medical documentation for all future absences. The Kendall County Truant Officer shall be notified.
3. If any student has been referred to the Kendall County Truant Officer in the previous school year, their attendance will continue to be monitored during the current school year due to the compulsory attendance laws. The Illinois law states 10% of the previous 180 school days is considered chronic absenteeism.

For students over the age of seventeen, the following steps shall be initiated to promote student attendance. If absences have not been a result of hospitalization or illness/injury verified by a doctor's note or the school nurse, the following shall be done:

1. After 10 cumulative days of absence in a school year, the principal or his/her designee shall request that the parents contact the school by phone or in person.
2. After 15 cumulative days of absence in a school year, a certified letter shall be sent to the parents to inform them of such accumulation. The letter shall also inform them that an accumulation of 18 days of absence may result in that student being dropped from school for lack of attendance.
3. After 18 cumulative days of absence in a school year the student shall either be withdrawn from school for the remainder of the current semester or be referred to the Board of Education for an expulsion hearing.

## ***How to Report an Absence***

Each date a student is absent from school a **parent** (or legal guardian) must call the attendance office (636-2001) no later than 10:00 am to report an absence. There is 24-hour attendance voice mail. If a call is not received by 10:00 am the day of the absence, the absence will be **unexcused**. The reporting of absences requires a phone call; notes are not accepted. **NOTE:** There is a 24-hour attendance voice mail.

**Please be advised that the student has an equal number of days of their absence plus one additional day to make up all missing assignments, quizzes, and tests due to the excused absence.**

## ***Medical/Dental/Court Appointments***

The school does not encourage absences for medical and dental appointments during the school day; instead we encourage parents/guardians to make such appointments after school and/or on weekends. In the event this is not possible, the student's parents/guardians must call to confirm the appointment. Court appointments also require a prior confirmation phone call from the parent/guardian. Students returning to school must have a written note from the medical or dental office.

## ***Snow Days***

In the event it is necessary to close the schools due to weather conditions, your primary source of information will be radio stations WBBM 780 AM, WGN 720 AM; television stations CBS 2, NBC 5, ABC 7, WGN 9, Fox 32, and CLTV news; and the website, [www.oswego308.org](http://www.oswego308.org). The administration will obtain the status of driving conditions from the Kendall County Sheriff's office and the Oswego Township Road Commissioner. If these officials declare hazardous conditions, the administration will call the radio station and request a "no school" announcement. **Please do not call your principal.** He will not be able to answer your inquiry because his source of information will be the same as yours. Radio officials have asked pupils and parents not to telephone the station for information on school closings as this may prevent school officials from contacting the station with important information.

## ***Take Your Child to Work Day***

Students who wish to participate in this national event must complete a form in the Attendance Office in advance, and in addition, complete a packet of information concerning the job-shadowing experience, in order to receive an excused absence.

## ***Tardiness***

**All students who are tardy to school are to report to the attendance office. Excessive tardies in class and class absences may result in removal from class.**

# **Daily Student Life**

## ***Alarms***

There are two types of alarms that may be heard—a fire alarm and a tornado alarm. When a fire alarm sounds, students should leave the building by the appointed exit, as directed by their teacher. Students should move to a distance of 100 feet from the building, and return to the building only when the "all clear" announcement is made by a faculty member. Tornado alarms and directions are announced through the public address system. Generally, students move into the corridors on the first floor, away from all glass areas. Drills will be held throughout the year to practice each type of alarm.



Fire and tornado alarms are serious business because they involve everyone. Any person sounding false alarms will be referred to the administration and police liaison officer for disciplinary action.

## ***Announcements***

Daily announcements notify students of important items, activities, etc. Announcements will be read on Channel Four TV News. Items to appear in the announcements must be approved by the administration.

## ***Cafeteria***

The school cafeteria is maintained as a vital part of the school health program. Students are asked to help keep this area clean by depositing all lunch litter in wastebaskets, returning all trays, and keeping the table and floor clear of refuse. Students may not take food or drink from the cafeteria. Being tardy to lunch will result in disciplinary action, as hallways need to be quiet at this time.

## ***Cell Phones***

Cell phones must not be visible during the school day; otherwise they will be confiscated and turned in to the dean's office.

## ***Dances***

Oswego High School sponsors several dances during the school year. Anyone over twenty-one (21) years of age or attending junior high school may not participate. Guests who attend other schools must have an official guest form signed before attendance will be granted. See your dean for details.

## ***Free or Reduced Lunch***

Application forms for students who qualify for free or reduced lunch are available in the Main Office. Such application forms must be completed by the parent and returned to the office. The Superintendent of Schools will approve or deny all requests.

## ***Identification Cards***

It is mandatory that all Oswego High School students have their identification card in their possession while on school premises and at school-sponsored activities. Identification cards are used to identify students who have permission to leave the building early, as a passport to school dances and other social activities, to check out library books and materials, for the use of computer labs, and for general identification purposes.

## ***Incoming Telephone Calls***

Only phone messages from the student's parent or guardian will be accepted. It is asked that these calls be for emergency purposes only.

## ***Lockers***

Lockers are assigned to all students at the beginning of the school year. There will be one student assigned to each locker. **Students are requested to keep their combination private and use only the locker they were assigned to—this is for their protection! Students are not permitted to make unauthorized moves into another student's locker.** Any unauthorized moves will result in disciplinary action. Students are not to deface lockers. Each student has the responsibility to clean out and remove locker contents at the end of the school year. Students (based on locker assignment) will be assessed a monetary fine for defaced or damaged lockers. Lockers are for the convenience of students, but remain the property of the school. The rights of personal property, as well as the rights of the school, must be afforded consideration. An administrator, or other designated faculty member, is authorized to open

lockers and examine the contents, including personal belongings of students. This is authorized only when the school official has reasonable cause to believe that the contents threaten the safety, health or welfare of students or include suspected stolen property or items that are specifically prohibited by law, Board policy, or school regulations. Students are personally responsible for all contents in their lockers. Students are allowed, with proper caution, to display locker pictures, appropriate posters, schedules, and school spirit items inside the locker. Students will be asked to remove any inappropriate displays that may include profane or obscene words, advertisements for alcohol, tobacco, or drugs; gang or satanic symbols; sexual innuendoes/scantily clad pinups, etc.

### ***Lost and Found***

The lost and found areas are located in the Dean's office, security office, and in the physical education offices. Students who find items are asked to take them to one of these three areas as soon as possible.

### ***Prohibited Articles***

**Beepers, roller blades, skateboards, laser pointers, electronic paging devices are all prohibited.** These items should **not** be brought to school and will be confiscated. Students are discouraged from bringing personal stereos and Walkmen to school; if brought to school, however, they need to remain in the student's locker during the school day.

### ***Student Dress and Grooming Expectations***

The dress and grooming of students is the responsibility of the student and parents/guardians. The students' rights of personal freedom to dress and groom themselves according to personal taste will be respected at Oswego High School as long as the dress and grooming meet reasonable standards of health, cleanliness, safety, and standards of the community. Hats, headwear, coats, headbands, bandanas, handkerchiefs, chains, gloves, and sunglasses are not to be worn during the school day and must be left in the student's locker. Student dress or grooming which disrupts the educational process will not be allowed. Such examples include, but are not limited to, clothing that advertises drugs, tobacco, and alcohol; symbolizes gangs or Satanism; displays profanity, sexual innuendoes or obscenity; clothing that is shredded or suggestive. In addition, students must be covered from shoulder to mid-thigh. Students will be detained in the Dean's office until proper attire is obtained; otherwise a student may be sent home.

### ***Student Relationships***

Inappropriate displays of affection are prohibited.

### ***Telephones***

Public pay phones are located in the cafeteria and outside the fieldhouse at door #29. Students may use the cafeteria phone during their scheduled lunch period. The phones by the fieldhouse may only be used before school (until 7:25 a.m.) and after school.

### ***Valuables***

If it is necessary to bring large amounts of money or valuables to school, bring them to the Main Office for safekeeping. **Do not leave them in your locker.** Commonly stolen items include leather and jean jackets, professional team jackets, personal stereos, jewelry, athletic shoes and sunglasses. **The school is not responsible for lost or stolen items.**

### ***Visitors/Deliveries***

The school has the responsibility to maintain a learning environment that is safe and as free from outside distractions as possible. Visitors and deliveries during the school day could present the potential for safety concerns and/or distractions. Parents may call the attendance office and request delivery of **necessary items.** Deliveries to students from outside services



(such as flower shops, balloon shops, etc.) will not be made through the school. Students will not be allowed to have visitors. All other visitors to the school building must receive a visitor's permit in the attendance office before accessing any portion of the building. It is recommended that visitors call in advance for an appointment.

### ***Waiver of Fees***

The Board of Education has established a policy with respect to the waiver of some school fees. Parents may receive a copy of the policy in the high school office and may make application for the waiver.

### ***Work Permits***

Students who require a work permit for their place of employment (these are generally needed for students under 16 years old) will need six documents: intent to employ letter, an original birth certificate, parental approval, medical statement signed by a physician, a social security card, and a signed principal's statement. Work permits are issued in Student Services.

## **🐾 Transportation 🐾**

### ***Bus Transportation***

Any student residing more than 1.5 miles from his or her attendance center, or in areas designated as hazardous areas according to the State of Illinois criteria, will be transported to and from school. Specific routes and times are available prior to the opening of school each fall. Students must ride the bus to which they are assigned. Students are not permitted to switch busses except in emergency situations and must have the permission of an administrator. Communication regarding bus service may be made directly to the bus barn (636-2999). While en route to or from school, students are considered in school. Appropriate conduct is in order, and infractions will be reported to the school. The drivers are considered part of the school staff, and students are expected to be respectful of them. Vandalism of busses will result in financial assessment and disciplinary action.

In attempting to provide this transportation, the district has developed certain rules and disciplinary actions that must be enforced for the safety of all concerned. We ask that students and parents familiarize themselves with the following information and encourage observance of these guidelines and regulations:

1. Follow all directions when given.
2. Be seated facing forward. Keep feet, hands, belongings and inappropriate remarks to yourself.
3. Eating and drinking is prohibited on the bus.
4. Failure to adhere to these rules may result in suspension of bus privileges, suspension from school, or both.

### ***Car Transportation***

All students not within walking distance are encouraged to ride the school bus. Juniors and seniors may drive automobiles to school on a parking space-availability basis. These students must register their car in the attendance office and be issued a vehicle permit. The permit fee of \$50.00 has been approved by the Board of Education. To be issued a permit, a student driver must furnish proof of a valid driver's license and insurance and any outstanding school fees from prior years must be paid. **Any misuse of a permit will result in loss of driving privileges.**

The student is expected to drive in a safe manner at all times and to park his or her car in the designated student lot—not park in designated handicap, visitor or driver education spots.

Violations may result in vehicles being towed at owner's expense and/or loss of driving privileges. No cars will be allowed to enter or leave the campus during the school day except with administrative permission to leave. Students are also not allowed to return to the parking lot during the day for any reason unless they have administrative permission.

Any student parking his or her car on school property shall be subject to, upon request of the administration, opening the car for the purpose of examining the contents, including personal belongings of students, only when the school official has reasonable cause to believe that the contents threaten the safety, health or welfare of students, or include suspected stolen property or items which are specifically prohibited by the law, Board policy, or school regulations. Students are personally responsible for all contents in the cars. Whenever possible, the student should be present at the time of such entry and inspection. Parents of licensed sophomore drivers may request special consideration to this policy.

**NOTE: Students choosing to drive to school assume certain risks and are reminded that "car trouble", "traffic", and "weather" are not valid causes for being tardy to school.**

## Student Discipline

We are increasingly aware of the demands of living in a future society in which compassion and cooperation, problem solving and creativity, communications and internal responsibility will be essential. Learning how to behave in responsible ways is accomplished through school life and is applied to social problem-solving situations beyond high school. As a member of the school community, each student is expected to contribute to a safe and orderly educational climate by adhering to the following behavioral principles:

1. Use school time intelligently and strive for achievement.
2. Use accepted patterns of courtesy and decency in relationships with others.
3. Respect the rights of others and the contribution they make to the school community.
4. Respect the property of the school and other individuals.
5. Abide by state and district attendance regulations.
6. Contact school officials when they have concerns or difficulties.

The policies covered in the *Student Behavior Code* are in effect on all District 308 properties and at all school-sponsored activities, either home or away. Situations have occurred at away events and students must be aware that such violations will result in the enforcement of the policy.

### ***Final Warning***

- The final warning is an understanding among the student, the parent(s) or guardian(s), and the Administration that the student is to observe all school rules and other stipulations set forth by the Administration.
- If a student violates the provisions of the final warning, the student will be recommended for expulsion.
- A student may be placed on final warning when the Administration deems it necessary.

### ***Social Suspensions***

- Any student who has been externally suspended is automatically placed on social suspension for the length of the external suspension. This means that a socially suspended student may not attend or participate in any school functions while serving the external suspension. In those extremely rare and unique circumstances in which a social suspension might result in the cancellation of any activity or event, the Principal reserves the right to review and postpone such social suspensions.

- Students may be placed on social suspension for periods not to exceed three (3) months for possession and/or use of alcohol, possession and/or use of drugs or drug paraphernalia, possession and/or use of fireworks, verbal threats toward students or staff members, assault, fighting, and/or defiance toward staff member or police officer while attending co-curricular activities.

## 🐾 Conflict Resolution 🐾

### ***Seeds of Conflict***

- Gossip and rumors
- Dirty looks
- Harassment
- Jealousy
- Invasion of privacy or turf
- Arguments and disagreements
- Diversity
- Violence

### ***Elements of Conflict Resolution***

- Anger management
- Active listening
- Empathy
- Self-discipline
- An understanding of consequences
- Creative problem-solving
- Non-violent expression of feelings, behaviors
- Appreciation of diversity of cultures, beliefs, races

### ***How to Talk it Out***

1. Stop! Cool off! (Give your brain time to think.)
2. Take turns talking and listening to each other.
3. Find out how you both feel and what you both need. (Start with, "I need...")
4. Brainstorm possible solutions. (What might each of you do so that you both get what you want and need?)
5. Choose the idea you both like best.
6. Make a plan to make it work. Go for it! (It will only work if both of you want it to.)
7. If your solution doesn't work, come back and try again. (Talk about what didn't work.)

If your solution doesn't work, see your dean, a teacher or student services professional and request peer mediation.

## 🐾 Health Services 🐾

A registered nurse is available in the Health Office throughout the school day. Each student who needs to see the Nurse should observe the following procedures:

1. If students become ill during a class period, they should obtain a pass from their teacher for permission to report to the nurse's office.
2. The Health Office is not to be used as a place to waste time to avoid going to class.
3. The student who becomes ill during the school day must report to the Nurse for permission to leave school. Criteria for the nurse to send a student home includes but is not limited to the following: witnessed vomiting, diarrhea, temperature of 100.0 or greater, or nurse's

discretion. If an ill student is to leave through the nurses' office, only the parent or guardian will be contacted. If a parent or guardian is not available in an emergency situation such as a broken bone, severe asthma attack etc., then the emergency contact will be notified.

**NOTE:** The nurses' phone must be used to contact a parent or guardian. Any cell phone use will be reported to the Dean.

4. Students who have a doctor's request to be excused from PE activity should present the request to the Nurse.
5. The health forms and immunizations, which are required by State law, must be on file before the student can complete registration. Students will be excluded from classes if immunizations are due and not received by the allotted time period. These days are unexcused. Students coming to District #308 from out of state will be given 30 days from their entrance date to comply with the physician/immunization requirements.
6. Body piercing and tattoos (existing and new) are to be tended to at home unless they are bleeding.
7. Students will not be allowed to leave campus for change of clothing.
8. If a student complains of dizziness or a severe headache, he/she will not be allowed to drive themselves home. Transportation will need to be arranged by parent or guardian.

**Notice to parents of special education students and new students.** We are now required by Illinois Law (public Act 93-504) to inform you that the vision screenings done in the school setting are not a substitute for a complete eye and vision evaluation by an eye doctor. Our screening does not evaluate the health of the eye nor the necessary visual skills essential for successful academic achievement. Your child/children are not required to undergo this vision screening if an optometrist or ophthalmologist has signed a report form indicating that an examination has been given within the previous twelve months. The report forms are in your nurses' office. Students wearing glasses or contact lenses are already under a doctor's care and are not screened. You will be notified only if your child fails the screening.

### **Pregnancy**

Once a student finds she has a positive pregnancy test, the doctor must send a note giving the expected due date, PE/Sports restrictions, or any other restrictions/precautions that the school needs to be aware of. We will request that OB/GYN information be kept up to date in the nurses' office.

### **Procedure for injured child**

1. If a student requires stitches, a brace, cast, sling, or crutches, the doctor must write a PE/Sports excuse. All PE/Sports notes must indicate when the student may return to PE/Sports. If the note states "until further notice" a follow up note from the physician must be received by the nurse within 2 weeks, stating the progress of the student, or giving the re-evaluation date of the student for the restrictions to continue.
2. Parent notes will be accepted for 2 consecutive days if a student needs to be excused from PE. An extension on a parent note will not be accepted. If a student needs to be excused from PE for more than 2 days, a doctor's note is required. If a pattern is noted in receiving parent notes (certain days of the week or month etc.) a doctor's note will be required to appropriately evaluate the student.

## ***Administration of Medicine***

1. Parent(s) or guardian(s) have the primary responsibility for administering medication to their children. Administering medication during school hours or during school-related activities is discouraged unless it is necessary for the critical health and well being of the student. Teachers and other non-administrative school employees, except certified school nurses, shall not be required to administer medication to students.
2. Nothing in this policy shall prohibit any school employees from providing emergency assistance to students, including administering medication.
3. A medication authorization form is to be filled out and signed by the prescribing physician and parent/guardian before a medication can be given at school (forms are available in the nurse's office and main office). An authorization form is necessary for both prescription and non-

prescription (over-the-counter) medications. This includes Tylenol, Advil, cough medicine, cold medicine, etc.

4. Prescription medications are to be in the original container with the student's name, medication name, dosage, physician's name and pharmacy name. Non-prescription medication must be in the original container with the student's name written on the container. All medications shall be stored in an appropriate locked cabinet.
5. All medication is to be transported to and from school by an adult. The only exception is for properly labeled asthma inhalers. Permission to carry emergency medications such as an Epi-pen will be decided on a case-by-case basis. Both doctor and parent permission must be on file in the nurses' office for all medications. Students are not to carry other medication-including over-the-counter medications-with them.
6. Students will not be allowed to leave campus for medication. If medication is needed during the day and none is available at school, it is the parent's responsibility to arrange for an adult to deliver and administer the medication at school.
7. Short-term antibiotics are often prescribed by physicians to be administered three times per day. Please check with your doctor, as often he/she wants these doses to be spread out over the longest time period possible while the child is awake. These medications can be given in the morning before school, after school, and at bedtime. Often, giving an antibiotic at noon makes the dose too close together.
8. The school nurse is not allowed to diagnose conditions or to dispense medications- **except in full compliance with the medication policy of District #308**. There will be no exception to this policy.
9. The parent/guardian is responsible for picking up extra medications at the end of the treatment and/or the school year. Medicine left behind at the end of the school year will be discarded. In all cases the school retains the discretion to reject a request for administering medication.

## ***Elevator Policy***

A physician's note is needed for the use of crutches, walkers, or wheelchair, and for the use of the elevator while at school. Students also need to observe the following procedures:

1. Pick up key daily in the nurse's office.
2. At the end of the school day, return elevator key to the nurse. Keys may not be taken out of the school building. Consequences may be assigned if key is not returned each day.
3. Students using the elevator may only allow their helper to ride the elevator. Other students may not enter the elevator.
4. There is a \$15 charge for lost elevator keys.
5. During a fire drill, students are not to use the elevator.
6. Student will sign an agreement for elevator use.
7. Failure to obey the rules could result in loss of privileges.

## **Learning Resource Center (LRC)**

### ***Hours***

Monday, Tuesday, Thursday	7:00 a.m. – 3:30 p.m.
Wednesday, Friday	7:00 a.m. – 2:30 p.m.

### ***Loan Periods***

The loan period for most books is 3 weeks. Magazines are loaned for 5 days (current magazines cannot be checked out). Videos are loaned overnight to teachers only. One renewal is allowed on all items for the same amount of time. There is no limit on the number of items to be loaned; however, no more than 2 resources in one call number can be loaned.

## ***Fines***

Library fines are 10 cents per day for most items and 25 cents per day for overnight items.

## ***Services***

The following services are available in the library:

- Interlibrary loans
- Photocopies (10 cents per page)
- Some school supplies for purchase
- Online database searching
- Book holds and reserves

## ***Available Resources***

- Internet access—78 networked computers
- Networked programs—EBSCO magazine index (summaries and full text of over 500 different magazines, updated daily); World Book online encyclopedia; electric library; Office XP; Discover (career and college explorations); computerized card catalog; Discovering Authors

## ***Policies***

- All students must have a pass signed by a teacher.
- Only 4 per class at a time.
- Students from study halls should obtain a pass from the teacher they are doing class work for.
- Students may not check out resources for anyone else.
- Student Identification Cards are mandatory for checkout of LRC materials. This mandate is enforced.
- Videos are not checked out to students. Teachers only.
- For more specific information please see LRC Handbook or LRC staff.

## ***🐾 Student Services 🐾***

Student Services is comprised of a professional, caring staff which includes counselors, social workers, as well as the psychologist, police liaison officer, school nurse, registrar, career center manager and student services secretary. Get to know these valuable professionals! They are available by appointment to students and parents. Students are assigned a counselor who will be their guide throughout high school. Counselors utilize the developmental counseling model and provide assistance in the following areas:

- Academic
- Social/Emotional
- Career

## ***How to Meet with a Student Services Staff Member***

Students may come to Student Services before or after school, during lunch, or between classes to make an appointment. Unless it is an emergency, or a student services staff member sends for a student, a student should NOT miss class.

## ***Ongoing Activities and Services***

- The PLAN and PSAT/ACT are given to students for no charge. The PSAT may be taken in October for a fee. Announcements regarding sign up will begin at the end of September. These are valuable assessments for course selection and career planning. Parents and

students are invited to attend an evening meeting where counselors interpret results and answer questions.

- The “Career Cruising” software program is used in **Career Vision Seminar (CVS)**, a counselor assisted, self-awareness curriculum for freshmen through seniors. In this state-recognized model program, students complete a series of inventories covering interests, values and abilities that steer them in the direction of a career path complementing these areas. Crosswalks to two and four-year colleges, as well as vocational and technical training institutes, give students a wealth of information to assist them with future planning. “Career Cruising” is also available, by appointment, for students or parents by contacting the Student Services staff.
- Representatives from colleges, universities, trade and technical schools, as well as the military visit the Commons during the lunch hours on a regular basis throughout the school year. These visits are announced in advance to give students the ability to meet with reps during their lunch period so they will not miss class.
- An ACT preparation course (*ExcelEdge*) is offered during Term 3. This course is targeted for juniors and prepares them for ACT national test dates as well as the ACT portion of the Prairie State Achievement Exam—a state required exam for all juniors. ACT preparation materials are also available in the Career Center and online by logging on to [www.act.org](http://www.act.org).
- College Preparation, Test Interpretation and Financial Aid nights are held for parents and students.
- Job shadowing, internships and dual credit opportunities are available for upper classmen.
- Scholarship application and deadline information is available in the Career Center.
- College application assistance is available from the counselors, as well as in the Career Center.
- Students interested in participating in college athletics must complete the NCAA clearinghouse form prior to senior year. Please see the athletic director or a counselor for details.

## ***Registrar***

Transcripts are available by completing a “transcript request” form. No transcript can be released without the proper signatures, and official transcripts cannot be released directly to the student. After graduation, a fee of \$5.00 will be assessed for each transcript that is requested.

If the student is transferring to another school, an official “release of records” must be signed by the parent or guardian. This form may also be obtained from the Registrar. It is school policy that records will not be released unless all books are returned and fees are paid.

## ***Student Records***

The following is a summary of the Board of Education policies 735, 735.01, 735.02, and 735.03 as they relate to student records. Oswego District #308 maintains two sets of student records in compliance with state and federal law. These are:

1. Permanent Records, which shall include basic identifying information, academic transcripts, attendance records, accident/health reports, and information pertaining to release of this record. The permanent record may also include honors/awards and activities/athletics. The permanent record shall be maintained for at least sixty years after the student has graduated, withdrawn, or transferred from the district.
2. Temporary records which may include family background, intelligence/aptitude scores, achievement test results, psychological reports, honors/awards, athletics/activities, disciplinary information, teacher anecdotal records, special education files, information pertaining to release of this record, and other relevant information not required to be in the permanent record. Temporary records shall be reviewed at least every four years, or upon a student’s change in attendance center, whichever occurs first, to verify entries and correct inaccurate information. These records are maintained by the district during the period of usefulness to the school and the student, but in no case longer than five years after the student has transferred, graduated, or permanently withdrawn from the district.

The building principal shall be responsible for the maintenance, retention, or destruction of a student's permanent or temporary records in accordance with the district's established procedure. No student record shall be destroyed unless the written approval of the appropriate Local Records Commission is first obtained. In the case of the handicapped student who graduates or permanently withdraws from the district, temporary records which may be of continued assistance to the student may, after five years, be transferred to the parents/guardians or to the student, if the student has succeeded to the rights of the parents/guardians.

The parents/guardian of a child under eighteen or a designee of such parents/guardian shall be entitled to inspect and copy information in the students' school records. When the student reaches eighteen years of age, or is an emancipated minor by legal definition, or graduates from high school, or marries or enters military service all rights and privileges accorded to a parent under the Illinois School Student Records Act shall become exclusively those of the student. At the option of the parents/guardian, a designee, an eligible student of the district, or a qualified professional may be present to assist in the interpretation of the temporary records. A request for access to the records shall be made in writing and directed to the Superintendent or his designee. Access to the records shall be granted within fifteen days of the district's receipt of such a request. Access shall not be granted to the parents/ guardian or the student to confidential letters and statements of recommendation concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award which have been placed in the records prior to January 1, 1975, provided such letters and statements are not used for purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his right of access after being advised of his right to obtain the names of all persons making such confidential letters and statements.

The district shall continue to preserve the confidentiality of communications, which are protected under law as privileged or confidential, and communications by the student or parents/guardian made in confidence to school personnel. The parents/guardian or student shall be entitled to challenge the accuracy and/or the relevancy of any information in the records except grades and to request a hearing pursuant thereto.

The district shall grant access to information included in student records under the following guidelines:

1. The district or any employee of the district shall not release, disclose or grant access to information found in any student record except under the conditions set forth in the Illinois School Student Records Act of 1975 and the Illinois State Board of Education Regulations.
2. The release of records to parents and students for inspection and copying shall be in accordance with district policy and the ISSRA and ISBE regulations.
3. The district shall grant access to, or release information from, student records without parental/guardian consent or notification to employees of officials of the district or the Illinois State Board of Education provided a current, demonstrable, educational or administrative need is shown.
4. The district shall grant access to, or release information from, student records without parental/guardian consent or notification to any person for the purpose of research and statistical reporting or planning provided that no student or parent/guardian can be identified from the information released.
5. The district shall grant access to or release information from a student's records pursuant to a valid court order.
6. The district shall grant access to or release information from any student record to persons authorized or required to gain access to such records under Federal or State statute.
7. The district shall grant access to or release information from student records to any person possessing a written, dated consent, signed by the parents/guardian or eligible student with particularity to whom the records may be released, the information or record to be released, and the reason for the release.

8. The district may release student records to the Superintendent or his/her designee of other schools in which the student has enrolled or intends to enroll upon written request from such officials.
9. Prior to the release of any records or information under items 5, 6, 7 and 8 above, the district shall provide prompt written notice to the parents/guardian or eligible student of this intended action.
10. The district may release student records or information under certain emergency situations without parental consent if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
11. The district shall release "directory information" regarding any student unless the parents/guardian or eligible student requests in writing that any or all of such information not be released. Prior to the release of directory information, the district must notify affected parents/guardian or eligible student in writing. The student directory information will be limited to name, address, gender, grade level, birth date and place, parents/guardian names and addresses, academic awards/degrees/honors, information in relation to school-sponsored activities, organizations and athletics, major field of study, and period of attendance in school.
12. A record of all releases of information from student records shall be kept and maintained by the Superintendent as part of such records.
13. The district shall provide a written statement of the confidentiality requirements of Illinois and Federal statutes and regulations concerning student records to any person to whom such records are released or made accessible (except parent/guardian or students).

The district shall send copies of correspondence and reports initiated by the district and relevant to the student upon the request of either parent and to both parents when the parents are divorced, unless a court order exists to the contrary. The materials which shall be provided include reports of the student's academic progress, reports of the student's emotional and physical health, notices of school initiated parent-teacher conferences, notices of major school sponsored events, and copies of the school calendar.

## 🐾 Physical Education Policies 🐾

### ***Demerit System***

The following list shows the amount of points deducted from a student's grade. Those listed in **bold** print may be made up for a credit.

#### Skills and Knowledge

1. Not playing according to game rules (-1 to -4)
2. Disregarding safety rules (-1 to -4)

#### Attitude and Participation

1. Student not dressed in PE uniform (-10)
2. Non-participation (-5)
3. Tardy (-1)
4. Truant (-10)
5. Leaving class early (includes locker room) (-10)
6. Incomplete or damaged uniform (-1)
7. Unsportsmanlike conduct/insubordination (-1 to -5)
- 8. In school suspension (-10)**
- 9. Out of school suspension (-10)**
- 10. Excused absences after the first two (-2)**

Each student is allowed 2 excused absences per unit without having to make them up. Two points will be deducted after the second excused absence for each additional excused absence. The additional absence can be made up for credit. Additional excused absences,

such as, In-school and Out-of-school suspensions **can be made up for full credit. However, it is the student's responsibility to schedule the make-ups with the instructor.**

All other demerits (truancies, tardies, not dressing for class, incomplete uniform, unsportsmanlike-like conduct, disregarding safety rules, etc.) **may not be made up.**

Each demerit received will be deducted from this total. Instructors will keep point totals for each student, which will determine his/her grade. The unit point totals at the end of each term will be averaged to determine the student's grade.

## **Grading**

- Students will be graded on a scale of 0–5 for their daily grade. Each student will earn 2 points for dressing and up to 3 or more points for participating, effort and attitude.
- Students will be given fitness tests periodically throughout the term.
- Students will be expected to take written tests over rules, etc., of each sport.
- Students will also be graded on their individual skill level for each sport.

A student's grade in physical education will be determined in the following manner:

Skill—20%

- Motor skills tests where applicable
- Teacher evaluation

Knowledge—20%

- Sports rules
- Playing procedures
- Sports history

Attitude and participation—60%

- Performing exercises correctly
- Showing initiative
- Accepting constructive criticism
- Abiding by department rules
- Consistent and prompt with obligations
- Using class time wisely
- Dressing properly
- Sportsmanship
- Cooperation
- Participating to potential
- Regular attendance

A point system will be used to evaluate the quality of a student's performance in the areas of skill, knowledge, attitude, and participation. Every student will begin each unit with 100 points; that is each student starts with an "A".

Physical education is a term course. A student must receive a term grade of "D" or better to receive credit for the term.

## **Lockers**

1. Each student will be assigned a lock and locker. Personal belongings are to be **LOCKED UP**. Students are asked not to share their locker combination with anyone in order to reduce theft in the locker room.
2. Replacement locks cost \$5.00. No locks from home are allowed.

## ***Medical Excuse***

1. Students need a doctor's excuse if they are to be excluded from participation for an extended period due to illness or injury. Students will be assigned written assignments for each day that they are excused. These assignments will come from a "portfolio" and will be graded by the individual teacher.
2. Students can make arrangements with the teacher when not feeling well for a single day; parent's notes are not necessary.
3. In the case of numerous absences from school, a student may ask for extra credit. The extra credit will also be given through the portfolios. When a student is absent and a fitness grade was given for that day, the fitness activity must be made up.

## ***School Policy***

1. A student must pass 7 terms of physical education and one term of Health Education for graduation.
2. If a student receives 5 "zeros" in a semester he/she will receive a grade of "F" and must repeat the semester of PE. If a student receives 3 "zeros" in any one 9-week period, they may very likely fail for that term.
3. No gum or candy will be allowed during PE classes. Absolutely no gum or candy is allowed in the gym or fieldhouse.

## ***Showers and Dismissal***

1. Students will be dismissed from class 10 minutes before the bell rings to shower and dress.
2. Students are required to stay in the PE hallway or assigned area until the bell.
3. A student leaving the PE hallway before the final bell rings will receive a class cut and be referred to the administration.

## ***Uniform Policy***

- Each student must wear the required OHS physical education uniform.
- Each student must wear a pair of gym (white preferred) type athletic shoes that are tied, and a pair of socks.
- All uniforms must be in good repair.
- No athletic uniforms may be worn. These are for practices and contests only.

## ***Zero Policy***

A zero will be assigned for the following reasons:

- Wearing a partial uniform will result in 1/3 zero
- No uniform and/or does not participate in an activity
- Any extenuating circumstances will be dealt with at the discretion of the instructor or administration.

## ***Athletic Programs***

There are a variety of athletic programs for both boys and girls at Oswego High School. These programs include:

### **Fall Sports**

- |                        |                       |
|------------------------|-----------------------|
| • Girls' Cross Country | • Boys' Cross Country |
| • Girls' Swimming      | • Boys' Soccer        |
| • Girls' Tennis        | • Football            |
| • Girls' Volleyball    | • Golf*               |

\* Girls are eligible to try out for team.

### **Winter Sports**

- Girls' Basketball
- Girls' Bowling
- Girls' Competitive Cheerleading
- Girls' Gymnastics
- Girls' Indoor Track
- Boys' Basketball
- Boys' Bowling
- Boys' Swimming
- Boys' Wrestling
- Boys' Indoor Track

### **Spring Sports**

- Girls' Badminton
- Girls' Soccer
- Girls' Softball
- Girls' Track
- Boys' Baseball
- Boys' Tennis
- Boys' Track
- Boys' Volleyball

The Illinois High School Association and the local school govern eligibility requirements for these sports. Local requirements include, but may not be limited to the following:

- A \$60.00 user fee per sport
- Physical signed by a licensed physician
- Insurance or insurance waiver
- Residence with parent/guardian in the local school district
- Must be currently passing all classes, and have passed the previous semester
- Second semester failures may be made up during summer school to be eligible for fall sports

### ***College Freshmen Eligibility Requirements (NCAA Division I)***

The NCAA Division I institutions have adopted more demanding academic requirements that must be met for a student to qualify for participation in intercollegiate athletics and for the receipt of athletically related financial aid as a freshman. Students entering NCAA Division I institutions as freshman must meet the following requirements:

1. A high school graduate who has earned an accumulated minimum grade-point average of 2.00 based upon a maximum of 4.00.
2. Complete core curriculum of at least 11 academic courses including at least three years of English, two years in mathematics, two years in social studies, two years in natural or physical science, and two additional academic courses.
3. A 700 combined score on the SAT verbal and math sections or a minimum 15 composite score on the ACT test.

These requirements currently do not apply to Division II and III institutions, where eligibility for financial aid, practice and competitions is governed by institutional, conference and other NCAA regulations. Division II member institutions recently adopted initial eligibility requirements similar to those applicable to Division I institutions. This legislation establishes a minimum standard only for athletic eligibility; it is not a guide to a student's qualifications for admission to the institution. A student's admission is governed by the regularly published entrance requirements of each member institution.

### ***“No Pass, No Play Policy”***

Based on our weekly grade check, any student failing more than one subject will be ineligible to compete interscholastically for the following week. At the end of one term, any student who has failed more than one subject will be ineligible for the following term.

Any student who fails more than one credit at the end of Terms 1 and 2 will be ineligible to compete interscholastically for Terms 3 and 4. Any student who fails more than one credit at the end of Terms 3 and 4 will be ineligible to compete interscholastically for the following Terms 1 and 2 unless all but one of the failed credits are made up in summer school.

## ***Southwest Prairie Conference***

Oswego High School is a member of the Southwest Prairie Conference. The Southwest Prairie Conference schools compete not only in boys' and girls' athletic sports, but also in art, math, speech, drama, music and literary works. Member schools of the Southwest Prairie Conference include: Minooka, Morris, Oswego, Oswego East, Plainfield, Plainfield North, Plainfield South, and Romeoville.

## **🐾 Student Activities 🐾**

### ***Eligibility for Student Activities***

In order to participate in student activities, students must be passing all current classes and must have passed the previous semester. Second semester failures may be made up during summer school. A \$20 user fee will be charged for some of the activities listed below.

### ***Adventure Club***

This club participates in a wide variety of activities, most of which are picked and planned by student members. These activities include: road rallies (scavenger hunt), camping trips, museum outings, and many other fun-filled parties and trips. The club takes a group of students to Globalfest in Champaign and designs a culture room by researching another country and creates stations representative of that country. Come join in as we learn about other countries, cultures, and activities. Sponsor: Mrs. Young

### ***Anime Club***

The Anime Club is for the student who likes to watch and understand Japanese animation. The student lead club watches and critiques Anime videos with the purpose of expanding Anime interest and also learns about the culture of Japan to better understand what life is like on the "Ginza". One meeting per month is dedicated to DDR (Dance Dance Revolution). Anime Club meets on Friday. Sponsor: Mr. Barfuss

### ***Art Club***

You do not have to take an art class or be an artist to join Art Club; everyone is welcome. Art Club members share art-related ideas, promote skills in the arts, create artwork, and bring art into the school and community. New members are always welcome. Sponsor: Mrs. Kunsch

### ***B.I.O.N.I.C.***

B.I.O.N.I.C. (Believe It Or Not I Care) is a student run peer leadership organization whose mission is to identify and train student leaders. Leadership activities may include: team building courses, high rope challenge initiatives, training in large and small group facilitations skills, coordinating projects, promoting leadership, and drug and violence prevention programs. Sponsors: Mr. Mitchener and Ms. Harper

### ***Chess Team***

Chess Team is open to all levels of participation, freshman through senior. The top eight students play boards competing against other area schools in the Far South Suburban Chess Conference as well as all day Saturday tournaments scheduled throughout the season. Activities culminate in the two day state chess tournament in February. Sponsor: Mr. Drolet

### ***Commotion***

Commotion membership is selected through audition with the choral director. It is a select choir that performs popular type music for functions. The Commotion also competes in district and

statewide music contests with popular type music for school and community. Sponsor: Mr. Tieri

### ***Diversity Club***

Students meet to discuss issues of diversity and design activities to introduce students to various culture groups within the school. Group members meet every other Thursday throughout the school year. Sponsor: Mr. Gothelf

### ***Drama Club***

OHS Drama Club is an organization that invites all students to be a part of theatre at Oswego High School. The group's purpose is to promote theatre performance from amateur to professional. Typical activities for the club include events such as: marching in the Homecoming parade; sponsoring audition, pantomime, make-up and other workshops; working on productions from crew work (sets, props, costumes, lighting, sound, house, publicity, construction) to acting; attending other local high school performances; attending professional performances in Chicago; and participating in local public service activities. Students in Drama Club are also eligible to participate in the acting roles for the *Fine Arts One Act Plays* in the spring directed by the Theatre 2 class. Sponsor: Mr. Barnes

### ***Future Educators of America (FEA)***

FEA is a nationally recognized organization which gives high school students the opportunity to learn about a career in the field of education. FEA provides a realistic understanding of teaching and encourages students from diverse backgrounds to think seriously about the teaching profession. FEA is not only for those students who want to pursue a career in teaching, but can benefit anyone that would like to educate others in their future, no matter the profession. Students will get information about different education professions, employment opportunities, financial assistance options, and education issues such as mobility, diversity, job security, and other matters. Sponsor: Mrs. Rodman

### ***Horticulture Club/FFA***

The Horticulture Club is made up of students enrolled in horticulture courses. Members become involved in horticultural projects, fundraisers, socializing, and a multitude of opportunities through the FFA (Future Farmers of America) organization including competition, scholarships, conferences, etc. Sponsor: Mrs. M. McCarthy

### ***Interact***

This student form of Rotary Club is a **service organization**. Throughout the year, students fundraise and participate in service projects for local and international causes. Sponsor: Mrs. McCann

### ***Jazz Band***

This is open for anyone who has proficiency at playing a musical instrument. Students study jazz style and improvisation through the work on jazz etudes. Sponsor: Mr. Schneider

### ***Latinos Unidos***

This organization focuses on doing community service projects and cultural awareness activities. This club meets in the morning before school. Sponsor: Mrs. Hilderbrand

### ***Marching Band***

OHS' world-renowned Rose Bowl Parade Band gives students the foundation that a good leader needs. Marching Band provides school spirit and serves not only the school but the community by participating at football games, parades, and hosting the Panther Marching Band Review. Sponsors: Mr. Schneider

## ***Mathletes***

Students volunteer in Honors math classes. Mathletes' coaches make the final selections. Mathletes compete against various schools in math contests as well as in the Southwestern Prairie Conference. Sponsors: Mrs. French, Mrs. E. McCarthy, and Mrs. Mackie

## ***National Art Honor Society (NAHS)***

The purpose of NAHS is to inspire and recognize those students who have shown outstanding ability in art. Students who are outstanding in art their freshman, sophomore, and junior year are eligible, as well as students who excel in areas of service, character and art scholarship. Members are selected and invited by staff based on the above personal qualities. Sponsor: Mr. Skura

## ***National Honor Society (NHS)***

National Honor Society is for those students who excel in areas of leadership, service, character and scholarship. NHS members are selected by staff members based on the qualities mentioned above. Sponsor: Mr. Hoefler

## ***National Technical Honor Society (NTHS)***

To be eligible for this society, a student must be a senior; carry an overall GPA of 3.0; carry no unexcused absences, significant incidents, or referrals reported to the dean's office in the past year. Students are nominated and recommended by teachers and then approved by a staff selection committee. At the time of nomination, students must have a 4.0 GPA in a skill-level career and technical class and completed a program sequence and expressed an interest to go into this program area as a career.

## ***Orange Crew***

Sponsor: Mr. Sweeney

## ***Pep Band***

Open to all students, Pep Band is a great way to bolster school spirit at basketball games. Rehearsals are held an hour before the game. Sponsors: Mr. Schneider

## ***Pom Pons***

Members of the Pom Pon Squad are selected in the Spring of the previous school year through a tryout system. Membership will be limited to those in the sophomore, junior and senior classes. Pom Pons perform at football and basketball games as well as at student pep assemblies. There is also a summer clinic and camp in which students are expected to participate. Fundraising activities are a major aspect of being a pom pon. Sponsors: Ms. McCluckie and Ms. Olson

## ***Scholastic Bowl***

Members of the Scholastic Bowl Team are selected by the sponsors of the team. Students compete in College Bowl competition format against various schools and also compete in the IHSA state series. All day Saturday tournaments are scheduled throughout the season. Sponsors: Mr. Drolet and Mr. Hoefler

## ***Sewing Club***

This club is for the tailor or seamstress in anybody. After school on Mondays, the sewing club offers an environment for students to use a sewing machine or plan their next project. Most of all, Sewing Club provides a time to share creatively and gain experience. Sponsor: Mrs. Bridge

## ***Speech Team***

Speech team is a competitive group that delivers speeches, acts out scenes, presents newscasts and more. You'll learn confidence in front of an audience, organizational techniques, and experience team work, as well as gain the gratification of having done something on an individual basis. Sponsor: Ms. Grudzien, Ms. Hammond, Mr. Nelson, Ms. Summers

## ***Stay Tuned***

(Vocal Jazz Ensemble) Vocal Jazz is an outlet for 10–12<sup>th</sup> grade students who have an interest in improvisation and who like to sing in tight harmonies. Stay Tuned auditions are held in the fall and the group performs at all choral concerts. Sponsor: Mr. Tieri

## ***Step Club***

This club is focused around rhythmic cadence movement with hands and feet. Auditions for this group are held in the spring. Bring your rhythm to practice on Tuesdays and Thursdays during basketball season. Sponsor: Mr. Harper

## ***Student Athletic Training***

Students assist certified athletic trainers with taping of athletes and coverage of practices and games as well as help in the athletic training room. Students can take Introduction to Athletic Training and Sports Medicine as a sophomore, junior, or senior, but are welcome to help out and get a head start as a freshman. After all, you get to drive the golf carts. Sponsor: Mr. Cronin

## ***Student Council***

Student Council is a fun service organization that oversees a wide variety of school and community related activities. Some of these activities include the following: Homecoming week, Turnabout Dance, Talent Show, blood drives, teacher appreciation, community service projects, prom fashion show, and data match. Anyone can be a member of Student Council—just come to a meeting and join. Student Council is a great way to earn community service hours, and colleges look favorably on students who have actively participated in Student Council at the high school level. Student Council also offers the opportunity to gain even greater leadership skills via Executive Board positions, which are voted on by the full council. Opportunities to participate in District, State, National, and even International levels are also available to those who are interested. Want a fantastic way to get involved and make a difference here at OHS? Join Student Council. Sponsors: Mrs. Lederhouse and Mrs. Kulinski

## ***Student Ecology Organization***

Members of the Student Ecology Organization meet regularly to discuss ecology and conservation concerns. Speakers present information on current topics. Maintaining and improving the school recycling program is the major goal of this club. Membership is open to the entire student body. Sponsor: Mrs. Phelps

## ***Technology Club***

Students in the Tech Club work on amps, computers, and computer software. They learn digital electronics, and some of the students study for their Federal Communication Amateur Radio license. We discuss radio and electronic theory and also learn the Morse code. Students bring in all types of technology and gaming devices to try new programs or repair their existing machines. The club members try to tackle just about any electronic issue that students bring into the club. This club meets on Tuesdays. Sponsor: Mr. Barfuss

## ***TV 4***

Students involved in TV 4 produce the morning announcements via live TV hooked up to all OHS classrooms. The students volunteer and learn a great deal about broadcasting in the

process. Experiences range from camera operator, videotape playback, video switching, video editing, teleprompting, computer graphics, audio engineering and producing. Students can work either one or two semesters. Sponsor: Mr. Barnes

### ***WYSE Scholastic Team Competition***

WYSE is a scholastic team that competes in an annual statewide competition in the academic areas of math, chemistry, English, physics, biology, and graphics. Members of the team are selected by the sponsor. Winners receive medals, trophies, and scholarships. Sponsor: Mrs. Sullivan

### ***Youth in Government***

This organization is for the politically savvy! Meeting every two weeks after school, this club creates bills which may be passed at a conference at the Illinois State Capitol.

# Writing Style Guide

Revised March 2006 by 6<sup>th</sup>–12<sup>th</sup> grade representatives

## **Beliefs**

Oswego Community Unit District 308 believes that writing is an essential part of the learning process. Writing enables students to become better thinkers and learners, helping them establish a place in the world through the sharing of experiences and ideas. The ability to write well improves with practice in all subject areas. Clear, effective written communication impacts all areas of life—academic, vocational and personal. Grammar and writing instruction will be based on the material introduced at the elementary level, *6+1 Traits*. Junior high staff will introduce additional skills and develop the previous skills. High school staff will develop all skills and help students master them. The Illinois State Learning Standards are the basis of our writing assessments. Whenever possible, assessments will be streamlined to avoid the loss of instructional time. Grammar is taught as a tool of writing, a tool to enhance communication. The grammar instruction is not the end in and of itself.

## **Grading Statement**

Writing is a cross-curricular skill, with topic content, writing conventions, and format as parts of an assignment grade. Individual teachers decide the criteria for grading an assignment.

## **Effective Writing Traits**

<b>6+1 Traits (Supports Illinois Writing Features)</b>	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Clear message or purpose</li><li>• Focus</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Accurate, valid and interesting information</li><li>• Quality and sufficiency of detail to support main idea</li><li>• Internal structure of document</li><li>• Clear plan of development</li></ul>
<b>Voice</b>	<ul style="list-style-type: none"><li>• Uses transitions</li><li>• Writer's personal style</li><li>• Matches purpose and audience</li></ul>
<b>Word Choice</b>	<ul style="list-style-type: none"><li>• Varied and effective words</li><li>• Deliberate decisions made about words used</li></ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"><li>• Ideas flow smoothly</li><li>• Uses a variety of sentence structures</li></ul>
<b>Conventions</b>	<ul style="list-style-type: none"><li>• General rules for mechanics, usage, spelling and punctuation</li><li>• Level of correctness</li></ul>
<b>Presentation</b>	<ul style="list-style-type: none"><li>• Appropriate appearance of the assignment</li><li>• MLA format</li></ul>

## Parts of a Paper

**Lead/Introduction** (First paragraph)

- **Attention-getter** (Grabs reader's attention)
- **Thesis statement** (Establishes purpose of writing)

**Body** (Paragraphs that develop purpose of the piece)

- **Support** (Quality and sufficiency of detail to support the main idea)
  - **Details** (Specific information)
  - **Elaboration** (Extension or further development of information)
- **Transitions** (Connectors)

**Conclusion** (Last paragraph)

- **Wrap-up** (Closure)
- **Writer's Comment** (Writer's thoughtful insight, observation or connection about topic)

## The Writing Process

Components	Concepts
<b>Prewriting</b> (Generating and organizing ideas before writing) <ul style="list-style-type: none"> <li>▪ Brainstorming (Collecting Ideas)</li> <li>▪ Organizer (tool to help students organize ideas)</li> </ul>	Ideas Organization Voice
<b>Rough Draft</b> (First copy)	Ideas Organization
<b>Revising</b> (Strengthening and clarifying writing)	Ideas Organization Voice Word Choice Sentence Fluency
<b>Editing</b> (Correcting mechanics)	Conventions
<b>Final Draft</b> (End of process, results in finished piece)	Presentation

## Writer's Checklists

The following checklists can assist writers as they develop specific pieces of writing. These checklists serve as an additional guide, but the rubrics, scoring guides and specific guidelines for assignments from the teacher are the primary guides for students.

There are three formal types of writing typically assigned in 6–12 courses: expository, persuasive and narrative. The chart below outlines some examples of each.

1. **Expository writing**—writing that *explains*
  - a. **Informational writing** (ie. news article, lab report)
  - b. **Literary Analysis** (ie. essay response to literature)
2. **Persuasive writing**—writing that *influences* the reader (ie. position essay, debate)
3. **Narrative writing**—writing that tells a *story* (i.e. short story, personal experience)

### Informational Checklist

- ✓ Based on key question or problem
- ✓ Filled with details, examples, anecdotes, facts, or quotations
- ✓ Correct information
- ✓ Teaches the reader something
- ✓ Explains difficult terms/words

### Literature Analysis Checklist

- ✓ Makes a point about theme, language, character development, style, or importance of work
- ✓ Quotations from the work support key points
- ✓ More than a plot summary
- ✓ Writer makes connections: text to text, text to self, text to world
- ✓ Writer may analyze the author's voice, word choice, sentence fluency, detail or organization

### Persuasive Checklist

- ✓ Helps reader think through issues
- ✓ Writer's position clear
- ✓ Not just opinion
- ✓ Offers evidence: facts, quotations, observations
- ✓ Cites reliable sources
- ✓ Explains why others might not agree
- ✓ Voice is confident, not angry
- ✓ Saves strongest argument for last
- ✓ Helps readers to make up his or her mind

### Narrative Checklist

- ✓ A story, not just a "list of things"
- ✓ Solves a problem, answers a question, teaches a lesson
- ✓ Main character grows, changes, or learns something
- ✓ A turning point: change, discovery, conflict
- ✓ Characters seem real
- ✓ Dialogue sounds real
- ✓ One thing leads to another
- ✓ Ending wraps things up

## Severe Writing Errors Revision Guide

These severe writing errors are unacceptable:

- *Sentence fragments*
- Run-ons
- Comma splices
- Pronoun use
- Subject – verb agreement
- Inconsistent or shifting verb tense
- Shifting point of view
- Spelling/typos/usage

### Sentence Fragments—SF OR FRAG

A sentence fragment does not express a complete thought, often missing a subject, verb, or both.

- Incorrect** When Chris served the salad. (*We need to know what happened “when Chris served the salad.”*)
- Incorrect** Which contained lettuce, tomatoes, carrots, and scallions. (*We need to know what contained lettuce, tomatoes, carrots, and scallions.*)
- Correct** When Chris served the salad, which contained lettuce, tomatoes, carrots, and scallions, he suddenly tripped, spilling it into the surprised customer’s lap.

### Run-on Sentences—RO

A run-on sentence is two sentences joined without adequate punctuation or a connection word. Run-on sentences can be corrected by creating two sentences, adding a semi-colon, or adding a comma and a conjunction.

- Incorrect** I thought the ride would never end, my eyes crossed and my fingers were numb.
- Correct** I thought the ride would never end. My eyes crossed, and my fingers numbed.

### Comma Splices—CS

A comma splice is when two complete sentences are connected with only a comma. Comma splices can be corrected by using a semi-colon or rewording the original sentence.

- Incorrect** I thought the ride would never end, my eyes crossed and my fingers were numb.
- Correct** I thought the ride would never end; my eyes crossed, and my fingers numbed.

### Pronoun Use—PN, AGR, PRO

Agreement means that sentence parts match. A pronoun must agree in number, person, and gender with the word to which the pronoun refers.

- Incorrect** Emily and Nicole cleaned their messy lockers on the last day of school. She used an industrial cleaner to scrub the glue residue remaining from her boyfriend’s 43 pictures.
- Correct** Emily and Nicole cleaned out their messy lockers on the last day of school. Emily used an industrial cleaner to scrub the glue residue remaining from her boyfriend’s 43 pictures.
- Incorrect** Mosquitoes are not a problem in cool weather because when the temperature drops below sixty degrees, it can’t flap its wings.
- Correct** Mosquitoes are not a problem in cool weather because when the temperature drops below sixty degrees, they can’t flap their wings.
- Incorrect** Me and Adam are not your classic game geeks; him and me just like to keep up with the latest video games.
- Correct** Adam and I are not your classic game geeks; he and I just like to keep up with the latest video games.

### Subject-Verb Agreement—SV, AGR

Subjects must agree with verbs in person and in number.

- Incorrect** Not all people in the world considers black to be the color for mourning; in China and in Moslem countries, mourners wear white.
- Correct** Not all people in the world consider black to be the color for mourning; in China and in Moslem countries, mourners wear white.
- Incorrect** Blue and white is the most popular school colors, but are rock or country the most popular music?
- Correct** Blue and white are the most popular school colors, but is rock or country the most popular music?
- Incorrect** One of the boys are late.
- Correct** One of the boys is late.

### Inconsistent or Shifting Verb Tense—VT, Tense

Verb tense shows when the action takes place. Use the right tenses to show the correct order of the events. **NOTE:** When discussing literature, use the present tense consistently. For example: In “The Tell Tale Heart” Poe writes...

- Incorrect** The boy had ran home.
- Correct** The boy had run home.
- Correct** The boy ran home.

### Shifting Point of View—PV, POV

The writer’s viewpoint should remain consistent throughout the writing.

- Incorrect** If someone is a vegetarian, you don’t eat meat.
- Correct** If someone is a vegetarian, he doesn’t eat meat.

### Spelling/Typos/Usage—SP

- Incorrect** Your going too there party in are car.
- Correct** You’re going to their party in our car.

## Common Errors

<b>are/our</b>	Sam and Joe <b>are</b> riding to the store with <b>our</b> parents.
<b>it's/its</b>	<b>It's</b> fair to say that skateboarding has not lost <b>its</b> appeal.
<b>no/know</b>	Don't you <b>know</b> that " <b>no</b> " means <b>no</b> ?
<b>then/than</b>	<b>Then</b> I noticed that he was taller <b>than</b> Jimmy was.
<b>there/their/they're</b>	Look at the boys over <b>there</b> . <b>They're</b> noticeable with <b>their</b> red hair.
<b>to/too/two</b>	The <b>two</b> students were careful not <b>to</b> speak <b>too</b> loudly in the hall.
<b>who's/whose</b>	<b>Whose</b> car are we using, and <b>who's</b> riding shotgun?
<b>your/you're</b>	<b>You're</b> confusing <b>your</b> verb tenses.

Incorrect	Correct
a lot	a lot
alright	all right
could of	could have/could've
should of	should have/should've
would of	would have/would've

## Plagiarism

Plagiarism (from the Latin word for "kidnapper") is the presentation of someone else's ideas or words as your own, whether deliberate or accidental. Plagiarism is a serious and punishable offense. Some examples include:

- Submitting an essay from another as one's own
- Purchasing a paper
- Copying a passage directly from source material without proper attribution

Students are expected to retain all materials that verify the authenticity of their documentation.

**If evidence of plagiarism exists, a penalty will be imposed at the teacher's discretion and may range from a reduction in grade to no credit given for the paper, which could lead to failure of the course. Academic dishonesty is considered Gross Misconduct in the District 308 Student Behavior Code.**

## MLA Formatting Guidelines

MLA is the adopted format in District #308 for formal documents in 6-12 curriculums. Formal writing assignments—research papers, essays, and reports—must follow MLA format:

### Heading (in upper left corner):

- Your name
- Instructor's name
- Course name
- Date (05 March 2008)

### Handwritten:

- Dark blue or black pen
- One side of paper
- Double spaced

**Computer generated:**

- Documents should have consistent font, size, and style throughout
  - Font: Times New Roman, Courier, Courier New, Arial, or Helvetica
  - Size: 12 point
  - Style: Plain text (No bold, no italics, no underline)
- Line spacing—double spaced, including heading, quotations and Works Cited
- Spacing after periods—either one or two spaces but be consistent throughout paper
- Margins—All one inch
- Paper title
  - Center
  - Capitalize first, last and other important words
  - DO NOT USE all caps, underlining or quotation marks for the title
  - Use same font as paper font
- Page headers (Go to View/Header and Footer)
  - Upper right corner
  - Number all pages consecutively
  - Last name followed by page number (Gonzalez 2)
  - Page numbers start on first page

**For further assistance with using the MLA style, refer to the MLA Website at [www.mla.org](http://www.mla.org).**

Example: Standard Format for an MLA-Style Research Report

The diagram illustrates the standard format for an MLA-style research report. It features a header section with the author's name, course, and date, followed by a title and three paragraphs of text. Margins are indicated by arrows: 1 inch for the top, bottom, and left margins, and 1/2 inch for the right margin. A central box lists the software settings used to create the document.

Point Size: 12  
File, Page Setup, Margins, Top, Left, Right, Bottom = 1"  
Format, Paragraph, Line Space = double  
View, Header/Footer, Point Size 12, Right Justified

1" Tyrone A. Bryant  
Mrs. Hernandez  
English 2  
10 February 2008

1/2" Bryant

Standard Format for an MLA-Style Research Paper

All information in a formal paper must be documented. The MLA-style (Modern Language Association of America) report is illustrated here. There are several key differences between this style and other formats (Harcourt 437). An MLA-style report has one-inch side, top, and bottom margins. "There is no need to document [a source of information] when you are reporting matters of common knowledge" (Davidson 6). The entire report is double spaced, including quotations, documentation, and the space below the title.

No title page is used. Information normally found on the title page (writer's name, teacher's name, course title, and date) is typed on the first page beginning one-inch from the top margin starting at the left margin. Page numbers for all pages (including the first) are typed at the right margin one-half inch from the top edge of the paper. The writer's last name precedes the page number.

Another difference is the way that long quotations are typed in the MLA style. In the *MLA Handbook for Writers of Research Papers*, Gibaldi provides these guides for including long quotations:

1"

Bryant 2

Format, paragraph, 1" left indent or 2 standard tabs.

→ If a quotation runs to more than four typed lines, set it off . . . by beginning a new line, indenting one inch from the left margin, and typing it double spaced, without adding quotation marks. A colon generally introduces a quotation displayed in this way. The parenthetical reference follows the last line of the quotation (73).

Continue to double space the text following the quotation, indenting only the first line of each paragraph one-half inch (or one standard tab). An example of a works cited page follows.

Notice the works cited page is also double-spaced and arranged in alphabetical order with the second and succeeding lines of each entry indented one standard tab.

Inssert, Break, Page

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Bryant 3

Works Cited

Davidson, Samual. Writer's Assistant. 4<sup>th</sup> ed. Trenton: Parker Hall Publishers, 1997.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 4<sup>th</sup> ed. New York: The Modern Language Association of America, 1995.

Harcourt, Jules, A.C. "Buddy" Krizan, and Patricia Merrier. Business Communication. 3<sup>rd</sup> ed. Cincinnati: South-Western Educational Publishing, 1996.

Alphabetical by author's last name or first piece of available information.

[ ]: **Brackets** are used in cited material when a verb needs to change in tense or a phrase needs clarification. (See example in the first paragraph of this sample paper.)  
 . . . : An **ellipsis** is used to indicate that some material has been taken out. (See indented material in the third paragraph of this sample paper.)

## Parenthetical Referencing

In writing any paper that requires you to find information from another source—**PRINT OR ONLINE**—you must give credit to that source. Anything that you borrow—a word, a phrase, a sentence or an idea—must be cited. The most practical way to document sources is to insert a parenthetical citation, a brief acknowledgement in parentheses, into the text whenever you use another's words or information.

### Work with No Author

List the article's title and page number, if available, in parentheses.

**Example** According to a recent article in *Time*, prisons in America are no longer institutions where a criminal can be rehabilitated ("Choosing the Death Penalty").

**Example** Attitudes in Texas have historically varied regarding the death penalty ("Texas Pushes Nation's").

When a title of an article is long (“Texas Pushes Nation’s Executions to Record Numbers in 1997, but Opposition Grows”), a shortened version is used in the parenthetical reference.

## One Author

List the author and/or page numbers in parentheses.

### With Author in Text

Include the name of the author in the borrowed sentence. In this example, the information comes from p. 115 of a book by Robert H. Loeb.

**Example** Loeb concludes that capital punishment has been applied to “a few outcast pariah” (115).

Use a colon to introduce a direct quote of more than four-typed lines. Set off the quote from the text by beginning a new line, indenting one inch from the left margin. **Do not add quotation marks.** Place the final period before the parenthetical reference.

**Example** As stated in a *Beacon News* article written by Bill McAllister:  
Gathered by the concrete remains of the Murrah Federal Building, survivors of the explosion that killed 168 people two years ago erupted into a lusty cheer Friday afternoon as word of the death sentence was relayed from a Denver courtroom. Some of the survivors and their families unfurled an American flag that had flown over the Murrah site the day McVeigh’s trial began and burst in to a chorus of *God Bless America*. (A5)

### Without Author in Text

To display a direct quotation of four-typed lines or less, include the author’s name and page number in parenthetical reference.

**Example** “Criminals such as Lee Harvey Oswald and James Earl Ray have done more than inflict an injury on an isolated individual; they have violated the foundations of trust and friendship” (Loeb 71).

The last names of every author in the same order as they appear on the title page of the book.

**Example** Today capital punishment in the United States pertains only to the crime of murder (Hook and Kahn).

## Two or More Works by the Same Author

Place the author’s name, title of article, and page number, if available, in parentheses. Or, include the author’s name and title of article in the text with the page number in parentheses.

### With Author in Text

**Example** In response to critics that use the argument that capital punishment deters crime, statistics show that traits developed during adolescence are more important (Zimring, “Capital Punishment” 85).

### Without Author in Text

**Example** In *The Death Trap*, Zimring concludes that the death penalty as a deterrent for crime cannot be proven scientifically (49).

## Indirect or Secondary Source (quoting a quotation)

**Example** According to Professor Kilman Shin, "I believe there is no complex pattern that indicates deterrence" (qtd. In "Risks of Crime" 44).

## Interview, Television Show, Movie, Video Recording

Include the reference in the text, not in parentheses.

**Example** In the interview O. J. Simpson states, "Texas as a leader of executions reflects a Western macho thing, the justice of the Marlboro man."

**Example** The psychological struggles of John Nash are clear in the film *A Beautiful Mind*.

## Online Source

Include the first piece of information from the Works Cited entry. No page number is included for an online source.

**Example** The increasing percentage of executions has put some religious groups on the defensive ("Texas Pushes Nation's").

## Works Cited Guide

### Works Cited

- Use a separate page following the body of the paper.
- Arrange sources alphabetically.
- Double space.
- Include header.

### Books and Pamphlets

Author's last name, author's first name. *Book title*. City of Publication: Publisher, Year of Publication.

#### One Author

Loeb, Robert H. *Crime and Capital Punishment*. New York: Franklin Watts, 1996.

#### Two Authors

Hook, Donald D., and Lothar Kahn. *In the Balance*. Lexington, MA: Lexington Books, 1989.

#### Three or More Authors (*et al.* means "and others")

Coffey, Chuck, et al. *Law Without Order*. New York: Arlington House, 1984.

#### No Author Listed

*The Chicago Style of Justice*. 14th ed. Chicago: U of Chicago Press, 1993.

#### More than One Volume

Johnson, Edgar. *Dictionary of Law and Law Terminology*. 2 vols. New York: Simon and Schuster, 1995.

#### Edited Collection or Anthology with Individual Authors

Bedau, Hugo Adam. "The Death Penalty in America." *The Criminal Justice System in the USA*. Ed. Thomas Coltrain. Garden City, New York: Anchor Books, 1991.

### Edited Collection or Anthology with Editor or Compiler Receiving Credit

Lopate, Phyllis, ed. *The Growth of Technology*. New York: Anchor-Doubleday, 1994.

### Corporate Author

Commission on the Humanities. *The Humanities in American Life*. Berkeley: U of California Press, 1980.

## **Reference Books**

Author's last name, first name. "Article Title." *Title*. Edition. Year of Publication.

### Signed Article

Zimring, Franklin E. "Global Warming." *The World Book Encyclopedia*. 1997 ed.

### Unsigned Article

"Mandarin." *The Encyclopedia Americana*. 1993 ed.

### Less Familiar Reference (includes editor)

"Oil Spills." *This Fabulous Century: Winds of Change 1960-1970*. Ed. Thomas H. Flaherty. Alexandria, VA: The Time Inc. Book Company, 1970.

### Dictionary

"Friction." *Merriam-Webster's Collegiate Dictionary*. 10<sup>th</sup> ed. 1993.

### Almanac (and other non-alphabetically arranged sources include volume and page numbers)

"Disasters." *The World Almanac and Book of Facts*. 1996 ed. 264-273.

## **Magazine Articles**

Author's last name, first name. "Title of Article." *Magazine Title* Day Month Year: Page numbers.  
TIPS: Abbreviate all months except May, June, and July. If the article is not on consecutive pages, write the numbers of the first page and a (+) sign.

### Signed Article—Monthly Publication

Nabokov, Vladimir. "A Forgotten Man." *The Atlantic Monthly* Oct., 1984: 60-65.

### Unsigned Article—Weekly Publication

"Risks of Crime." *Time* 2 Feb. 1980: 43+.

## **Newspaper Articles**

Author's last name, first name. "Title of Article." Newspaper Name Day Month Year, section: page.

### Signed Article

Brody, Jane. "Multiple Births on Increase." *Chicago Tribune* 10 Oct. 1994: 1:13.

### Editorial

"Life of a Writer." Editorial. *New York Times* 11 June 1995, late ed.: A12.

### Newspaper Insert (published nationally)

Randall, Michael. "Family Is What You Make It." *Parade Magazine* 12 May 1996: 9-10.

## **Personal Interview**

Name of person interviewed. Personal interview. Date of interview.

Smith, Homer. Personal interview. 7 June 1996.

## Television or Radio Program

"Episode Title." *Program Title*. Network name. Day Month Year.

"Frankenstein: The Making of the Monster." *Great Books*. Learning Channel. 8 Sept. 1993.

"Yes . . . But Is It Fair?" Narr. Morley Safer. *Sixty Minutes*. CBS. WCBS, New York. 19 Sept. 1994.

## Film or Video Recording

*Title*. Director. Distributor. Year of Release.

*It's a Wonderful Life*. Dir. Frank Capra. RKO, 1946.

*Antarctica*. Prod. Nightline. DVD. ABC Video, 2008.

## Online Sources

Author's last name, first name. "Title of article or document." *Name of periodical* Date of Publication.  
Name of online institution/organization OR database and version number. Date of access.  
<Electronic address, or URL>.

If certain items are not available, simply skip those and go to the next. All internet citations must contain these three items for sources to be considered valid: "Title." Date of access. <URL>.

Frum, David. "The Truth About the Chair." *Weekly Standard* 19 Jan. 1993. *SIRS Researcher on the Web*. 30 May 2008. <<http://researcher.sirs.com/cgi-bin/res-articledisplay?8CR104A>>.

"Texas Pushes Nation's Executions to Record Numbers in 1997, but Opposition Grows." *The Death Penalty in 1997: Year End Report* Dec. 1997. *Death Penalty Information Center*. 28 May 1998.  
<<http://www.essential.org/dpic/yrendrpt.html>>.

"Zeus: King of the Olympians." 7 March 2006. <<http://mythman.com>>.

## Evaluating Online Sources

Information taken from online sources must be verifiable. When using information from the internet, you must be concerned with the accuracy, reputation, and currency of the source.

The most reliable sources contain the following domain abbreviations:

- .edu = education (usually a college or university)
- .gov = government
- .mil = military

The following domain abbreviations may be biased because they are created by companies or organizations:

- .com = commercial
- .org = organization
- .net = network

The ~ (tilde) is a signal for a personal website. Be very wary of it. Personal websites often contain more opinions than fact.

**For further assistance with using the MLA style,  
refer to one of the following websites:**

**[www.noodletools.com](http://www.noodletools.com)**

**[www.mla.org](http://www.mla.org)**

**[www.rapidcite.com](http://www.rapidcite.com)**