

Parent Signature Required

Dear Parent,

The enclosed Parent Handbook is provided for your information. Discussed within the book are the administrative guidelines that will be used throughout the 2011-12 school year.

Please read the handbook and become familiar with the guidelines. Discuss the information with your child. As Riley School looks to provide the best possible quality education for your student, it is vitally important that both you and your child know the expectations and opportunities that your school affords.

After you have read and discussed the handbook with your children, please sign and return this sign-off to school.

I have read and understand the Riley Parent Handbook.

Parent signature

Date

Student signature (optional)

August 23, 2011

Dear Parents/Guardians:

School year 2011/12 marks Riley School's 63rd year of operation. Whether your child(ren) are returning to Riley School or embarking on their first year of a Riley School education, on behalf of all of our staff, we want your child's experience to be the best it can. We will work diligently to that end and we need and appreciate your support in that goal of service to your child.

Riley School has earned a reputation as a school founded on a sound educational platform, strong parental support, and children who are eager to learn. Those elements are a winning combination and we expect good things during 2011/12.

It was a pleasure for the Riley School staff to plan for the opening of the 2011/12 school year. For purposes of safety and timely maintenance, we have begun some projects to repair and update our Riley School building. Like most undertakings, it will take several years to bring the building up to the standard that we desire, but we will persevere. Riley School has earned a long-standing reputation for high academic standards, and we will do our utmost to continue that service to our students.

Please familiarize yourself with the features of this handbook. We have included a helpful Table of Contents that will direct you to the answers of many of your questions during the school year. If you need a personal answer, we are pleased to provide that also.

This year the following regular communications will be issued to make sure that you have timely information about your child's schooling:

- Monthly 'Newsnotes' will be sent home with students
- Consult the Riley Website www.riley18.org
- October Parent Teacher Conferences. Attend and Share!

Many of the primary grade level teachers also issue regular parent newsletters for your convenience. Of course, we also will respond to parent's requests via memo, telephone call, or email. Together we make it happen for your child.

We want to partner with you.

Sincerely,

Jerry L. Trickett.
Superintendent

Christine G. Conkling
Principal

MISSION AND VISION STATEMENTS

Mission Statement:

Riley Community Consolidated School District #18 strives to provide quality education. We are committed to affording every student the necessary educational and social skills for the future. Responsibility, team work, academic excellence, and life-long learning of students in pre-K through the eighth grade are forefront in our mission. We are committed to provide, in conjunction with parents and stakeholders, a safe, nurturing environment for students to develop self-confidence, mutual respect, and productive problem-solving skills.

Vision Statement:

Riley Community Consolidated School District #18 envisions a learning community that is student-centered, challenging, and rigorous. We will meet these goals through increased parent involvement and excellence in teaching. By doing so, students of our school will be able to rise up and meet the challenges of an ever-changing global community.

TABLE OF CONTENTS

A. MISSION AND VISION STATEMENTS	3
B. FACULTY	6
C. RILEY CURRICULUM	
1. Core Program.....	7
2. Monthly "Viking" Student Awards.....	7
3. Physical/Dental Exams, Registration Fees, and School Supplies.....	8
4. Special Programs—NCLB Title Reading.....	10
5. Reading Improvement Project.....	10
6. Drug Awareness Program.....	10
7. Curriculum Objection.....	10
8. Physical Education Information.....	10
9. Academic Progress Reports.....	11
10. Honor Roll.....	12
11. Spectator Conduct & Sportsmanship Agreement.....	12
12. Academic Promotion.....	12
13. Homework and Homework "Alerts".....	29
14. Field Trips with in the local Marengo Area.....	30
D. BUILDING ENTRY	30
E. OFFENDER COMMUNITY NOTIFICATION LAW	31
F: STUDENTS	31
1. Equal Educational Opportunities.....	31
a. Sex Equity.....	31
b. Administrative Implementation.....	31
2. Student and Family Privacy Rights.....	32
a. Surveys.....	32
b. Surveys Created by a Third party.....	32
c. Survey Requesting Personal Information.....	32
d. Instructional Material.....	32
e. Physical Exams or Screenings.....	32
f. Selling or Marketing Students' Personal Information is Prohibited.....	33
g. Notification of Rights and Procedures.....	33
3. Harassment of Students Prohibited.....	34
a. Sexual Harassment Prohibited.....	34
G. STUDENT BEHAVIOR REQUIREMENTS	
1. Student Attendance.....	35
2. Vacation Homework.....	36
3. Code of Behavior.....	36
4. Student Dress.....	37
5. Student Discipline Procedures.....	38
6. Search and Seizure.....	42
7. Bus Discipline Procedures.....	43
H. SPECIAL SERVICES	
1. School Student Insurance.....	44
2. Special Parental Request Permission Notes.....	44
3. Birthday Invitations.....	44
4. Immunization and Physicals.....	44
5. Sports Physicals.....	45
6. Hearing/Vision Screening.....	45
7. Rashes and Infectious Diseases.....	45
8. Communicable Infestations.....	45

9. Medication.....	45
10. School Fees.....	46
11. Free and Reduced-Price Lunches and Textbook Fees.....	46
12. Lunch Tickets.....	46
13. Emergency Closing Procedures.....	46
14. Pest Management.....	47
15. AHERA Management Plan.....	47
16. Pupil Personnel Services.....	47
17. Sudden Accident or Illness.....	48
I. SCHOOL GOVERNANCE	
1. School Board Meeting Hearings.....	48
2. Uniform Grievance Procedure.....	48
3. Riley Parents' Association.....	49
4. Student Records.....	49
5. Right to Control Access of Student Records.....	51
6. Access to Records Without Parental Consent.....	51
7. Challenge Procedures.....	51
8. Maintenance of School Records.....	52
9. Equal Educational Opportunities.....	52
10. School Enrollment/Transfers/Withdrawals.....	52
11. Non-Resident Enrollment.....	53

FACULTY
SUPERINTENDENT
Mr. Jerry L. Trickett
PRINCIPAL
Mrs. Christine Conkling

EXECUTIVE SECRETARY

Mrs. Barbara Rooney

ADMINISTRATIVE ASSISTANT

Mrs. Lis Bergman

BUSINESS MANAGER

Mrs. Karen Schnable

LUNCHROOM/RECESS MONITORS

Mrs. Stephanie Hartje Mrs. Laurie Karczewski

Mrs. Carol Steffen

BUS DRIVERS

Mrs. Julie Bough

Mrs. Geri Doane

Mrs. Chris Felde

Mrs. Laurie Karczewski

Mrs. Lori King

Mrs. Barbara Rooney

Mrs. Jean Wittlief

CAFETERIA

Ms. Julie Bough, Cook

Mrs. Chris Felde, Assist. Cook

Mrs. Cindi Wajda, Assist. Cook

SCHOOL NURSE

Mrs. Julie Anderson

CUSTODIANS

Mr. Huey Giregens, Maintenance Engineer

Mr. Paul Ritter, Custodian /Mr. Randy Fierros, Assistant Custodian

TRANSPORTATION DIRECTOR

Mrs. Barbara Rooney

BUS MAINTENANCE

Mr. Ernie Grimm

ATHLETIC DIRECTOR

Ms. Carole Cukla

TREASURER

Mrs. Sharon Ettner

TEACHING STAFF

Ms. Nicole Adler

Ms. Sarah Adams

Ms. Valerie Burns

Mrs. Leah Campanelli

Mrs. Rebecca Cosman

Ms. Carole Cukla

Mrs. Sandy Darlington

Mrs. Anmarie Deller

Mrs. Geri Doane

Mrs. Sharon Dunker

Mrs. Kimberley Fogel

Mrs. Leticia Gomez

Mrs. Lisa Gruber

Mrs. Kelly Haeflinger

Mrs. Michelle Hazek

Ms. Emy Klopfenstein

Ms. Victoria Kotche

Mrs. Cathi Kunde

Mrs. Carolyn Long

Mr. Joshua Maas

Mrs. Gretchen Mallegni

Ms. Connie Marsh

Ms. Danielle Melka

Ms. Chris Moore

Mrs. Kimberly O'Brien

Mrs. Mary Ougheltree

Mr. Joe Stimes

Mrs. Nicolle Stratton

Mrs. Cindi Wajda

Mr. Brian Warren

Mrs. Teresa Wisted

Mrs. Cheryl Wojcik

Mrs. Shawna Zont

Junior High Reading/Seventh Grade Homeroom

School Psychologist

General Music, Band & Chorus

Second Grade

Speech Pathologist

Health/PE

Program Aide NCLB

Occupational Therapist

Learning Center Director

Kindergarten

Junior High Language Arts/Sixth Grade Homeroom

ESL

School Social Worker

Physical Therapist

Third Grade

Third Grade

Special Education

Second Grade

Junior High Math/ Eighth Grade Homeroom

Fifth Grade

First Grade

Physical Education /Algebra Teacher

Special Education

Technology Coordinator/Art Teacher

Special Education Coordinator

Title I Teacher

Junior High Social Studies/Eighth Grade Homeroom

Fifth Grade

Program Assistant/Cook

Junior High Science/Seventh Grade Homeroom

First Grade

Program Aide NCLB

Fourth Grade

RILEY CURRICULUM

CORE PROGRAM

The Riley academic program is a blend of the basics and supplemental programs designed to provide a positive learning experience for your child.

Reading is taught using the materials that have a major emphasis on phonics in the lower grades. Primary students learn manuscript through a Zaner Bloser format. Health and physical education instruction also follow objectives of the Illinois Learning Standards/Common Core Standards. The fine arts are taught through classroom music, band and chorus, primary and junior high art.

In addition to the core academic program, the Riley sex education/sex abuse curriculum may contain certain topics or activities that parents can decline (in writing) to have presented to their child. The student shall not be required to take that portion of the course, if the parent submits to the administration a written objection with valid reasons. All reports are subject to school board review.

Supplementing the core program is a diverse offering for each student. An inter-school competitive sports program is available for sixth, seventh, and eighth graders. Athletics include boys and girls soccer, basketball, volleyball, and track & field. Introductory skills in some sports will be available for sixth graders. Computer instruction is provided through the school's learning center, the junior high math and language arts programs and the special education program. Throughout the year students enjoy many special events including Winter and Spring Music Programs, Hall of Harvest, and eighth grade graduation.

MONTHLY "VIKING" STUDENT AWARDS

Each month two junior high students are recognized with the "Viking Student Award". To be nominated for this monthly award the student needs to display significant progress for the month in academic, sports or social areas. Nominations are made by classroom teachers and staff members. Final selection is made by the Superintendent and Principal with the award presented at the monthly School Board meeting. The Principal maintains a monthly posting of student pictures in the school entrance as a special tribute to the award winners.

PHYSICAL AND DENTAL EXAMS: Physical examination/immunization forms are required of all students upon entry into Kindergarten and 6th grades. That examination must also include diabetes screening. No student is permitted to attend school after October 15 without evidence of a physical examination and immunization record that is in compliance. Immunizations for children and adults will be given by appointment at the McHenry County Department of Health. Call 815-344-4510 if you wish to make an appointment.

Dental examinations are now required of all students during their Kindergarten, 2nd grade, and 6th grade school year. Eye examinations are now required of all students during their Kindergarten year or those new to the State of Illinois. Report card is not released until the parent submits written evidence of that dental (oral health)/eye examination performed by a licensed physician.

REGISTRATION FEES: The book fees are as follows: Kindergarten: \$95, first through fifth grades: \$130, and sixth through eighth grades: \$140. Technology Fee: Kindergarten – 5th: \$15, 6th – 8th: \$28. A 5-day meal ticket is \$11.25, a 20 day meal ticket is \$45.00, and a 20-day milk ticket is \$7.00 (Note: All money sent to school should be put in an envelope with the student's name and an explanation of what the money is for.)

SCHOOL SUPPLIES NEEDED BY STUDENTS: (Please no back packs with wheels)

KINDERGARTEN: Gym shoes that will stay at school, a large box of tissues, antibacterial wet ones, blunt Fiskar scissors, a large school bag, 2 pocket folder, 8 large crayons, (24 or 48 count regular crayons, one box clear push pins-these are for art projects), 3 glue sticks, a plastic school box, a set of 8 markers (classic colors only), a 70-count wide-ruled spiral notebook, clipboard, paint shirt, Select a Size Bounty paper towels, and a package of 5 oz. cups.

FIRST GRADE: Gym shoes that will stay at school, pencils with erasers, scissors, school glue, one wide-ruled spiral notebook, standard/metric bendable ruler, highlighter, a large plastic school box, 3 two-pocket folders, one eraser, two glue sticks, a paint shirt, a large box of 200 or more count tissues, crayons, markers, colored pencils, clipboard, antibacterial wet ones, paper towels, and a backpack (no wheels).

SECOND GRADE: Gym shoes that will stay at school, box of yellow #2 pencils, colored pencils, crayons, a large box of 200 or more tissues, (4) two-pocket folders, a standard/metric ruler, two erasers, sharp Fiskar scissors, (8) glue sticks, school glue, thick washable markers, a large plastic school box for supplies, a 70-count wide ruled spiral notebook, clipboard, antibacterial wet ones, paper towels, and a backpack. **Please mark all items with your child's name or initials.**

THIRD GRADE: Gym shoes that will stay at school, yellow #2 pencils, one box of 16 crayons, (4) two-pocket folders, a large box of 200 or more count tissues, 150 sheets wide ruled filler paper, two 70-count wide ruled spiral notebooks, a standard/metric **bendable** ruler, 2 erasers, (3) glue sticks, school glue, sharp Fiskar scissors, thick washable markers, 12 count colored pencils, yellow, pink, and blue hi-liter markers, paper towels, & antibacterial wet ones, clipboard, and a large supply box.

FOURTH GRADE: Gym shoes that will stay at school, wide ruled paper, #2 pencils, 1 package of erasers for pencil tops (eraser caps), 2 folders with prongs, 6 different colored folders, two 70-count wide ruled spiral notebooks, blue, black, and red ballpoint pens, sharp Fiskar scissors, standard/metric ruler, 24 count crayons, school glue, glue sticks, thick washable markers, 12 count colored pencils, (2) highlighters, a large box of 200 or more tissues, antibacterial wet ones, paper towels, a canvas tote bag for art supplies, a soft pencil bag, multiplication flashcards (available at "Dollar" stores. **Please, mark all items with your child's name.**

FIFTH GRADE: Regulation Riley P.E. clothes (available at Levin's in Marengo), deodorant (non-aerosol), white socks, and gym shoes that will stay at school. One wide-ruled 70 count spiral notebook, six 2-pocket folders: 2 red, 2 blue, 2 yellow, one green 2-pocket folder with prongs, clipboard, one yellow highlighter and one pink highlighter, 2 packages of #2 pencils, sharp Fiskars scissors, 24 count crayons, 12 count coloring pencils, school glue, 2 glue sticks, 1 or 2 black fine tip Flair markers (made by Papermate), 1 or 2 blue or black pens, thick washable markers, a canvas tote bag for art supplies (approximate size 12" x 9" can be purchased from the teacher at Open House), 1 package of erasers for pencil ends (eraser caps), calculator, 500 sheets of

wide ruled paper, a metric/standard plastic ruler, 250 count tissues, paper towels, antibacterial wet ones, and a dictionary for use at home. **Please, no trapper keepers, gel pens, mechanical pencils, or personal pencil sharpeners. Mark all items with child's name.**

SIXTH THROUGH EIGHTH GRADE

Fire safety regulations mandate that the floors and hallways be clear of any obstruction or student materials. Students will want to plan how much they can store in their hallway locker. In addition to adopting a 'minimalist' philosophy, students will want to consider trimmer book bags that can be enclosed within their locker.

Regulation Riley P.E. clothes (available at Levin's in Marengo), deodorant (non-aerosol), white socks, and gym shoes that will stay at school. Four 2-pocket folders, (two 100-count spiral notebooks), and one 3 subject notebook, 2 dozen yellow #2 pencils, sharp Fiskar scissors, 12 count colored pencils, colored markers, school glue, glue stick, red, blue & black medium pens, compass (for math/science), 500 count filler paper, one each yellow & blue hi-liters, one 1 ½ " 3 ring binder, 50 count graph paper (4 sq./in.), and (2) large boxes of tissues. All articles must be marked with the student's name. **Please, no self-stick commercial textbook covers, stretch book covers (damage books), or GEL PENS.** Students also need access to a thesaurus.

Eighth Grade Science: 1 package/10 pair vinyl or latex gloves or 1 pair dishwashing gloves.

Eighth Grade Algebra: All students are required to purchase a scientific calculator. *THIS IS AN OPTION:* Marengo Community High School requires a TI/84 calculator (Texas Instruments). This is an expensive calculator (not required at Riley, but could save on future expenses).

Math: Calculators will be provided for students in the classroom. You may need to purchase one for your child to do homework at home.

Health: Spiral notebook and folder.

Music Room: 1st – 5th grade students need a folder (with name displayed on front), a pencil, and some paper, for music class only.

5th – 8th grade band and choir students need 2 pencils to be kept in their music folder (provided). All saxophone and clarinet students should have at least 4 good reeds at all times (can be purchased at school).

The following items are extra items to be donated to the Art Department (one per student)

Kindergarten – 3rd grade - wet ones/wipes

4th – 8th grade – glue sticks

SPECIAL PROGRAMS--NCLB TITLE I READING

In 1994, the United States Congress passed an Education Act to improve the quality of education in the United States. Title I of this Act provides money for selected schools to help children at risk of failure.

Riley School participates in this program and provides additional help in the area of reading for those qualified students in grades 1-3. Parents who have a son or daughter who qualifies as a result of the spring achievement test will be contacted by the Title I teacher in early fall.

We encourage all parents with children participating in the program to attend our parent advisory meetings held throughout the year.

Parents have the right to inquire about the qualifications of teachers and paraprofessionals including Title I instructors.

Funding for this program is partially provided by the No Child Left Behind (NCLB) Consolidated Grants. Other funds received through this grant include Title II Improvement of Instruction.

READING IMPROVEMENT PROJECT

A special grant of the State of Illinois provides monies for reading instruction. Funding is provided for small group and individual instruction in reading especially focused on early elementary grades through the Reading Improvement Grant.

DRUG AWARENESS PROGRAM

Riley School annually participates in the Marengo Area Drug Awareness programs. Students in grades K-4 receive in-class awareness instruction as well as large group instruction. The Marengo Area Drug Awareness Advisory Council meets twice per year. New members are always welcome.

CURRICULUM OBJECTION

Per school code and or state statute or regulation, the Riley curriculum must contain instruction covering certain topics/activities that parents may find objectionable. Instruction in recognizing and avoiding sexual abuse and sex education/family life must be presented at various elementary grades. When such units of instruction are planned, Riley teachers will provide parents a minimum of 5 days prior notice and give parents the opportunity for their child(ren) to be excused from that component of instruction. No pupil shall be required to take that portion of the course if the parent submits written objection. Parents may also file a written objection based on religious beliefs. Alternative assignments will be assigned during this portion of instruction.

PHYSICAL EDUCATION INFORMATION

GRADES 1-4

1. Gym shoes: Please print your child's name on the inside of the tongue with a waterproof marker. Shoes are to be left at school and NOT to be worn to and from school. No platform gym shoes. Gym shoes must fit snug enough to stay on child's feet when running and kicking.
2. Physical education classes will be held outside daily during the fall and spring when it is often cool. Students in the lower grades should dress accordingly.
3. If your daughter or son is to be excused from any part of the program, please send an excuse to school stating the reason. If there is some health problem that requires either limited activity or a prolonged

excuse of more than one day, please have your physician inform the school with a written excuse. If a student does not participate in P.E., that student will not participate in outdoor recess or after school sports.

GRADES 5-8:

1. P.E. clothes-Please purchase the red gym shorts and grey Riley Viking's shirt with a place for your child's name which are available at Levin's in Marengo. Mark student's last name on outside of lower right leg of shorts. Student's name should be written across the middle of the shirt.
2. Gym shoes - Labeled with your child's name on the inside of the tongue or side of shoe. No platform gym shoes. Gym shoes must fit snug enough to stay on student's feet when running and kicking.
3. White socks - Labeled with student's name on the sole.
4. Deodorant - In an unbreakable non-aerosol container.
5. Physical education classes will be held outside daily during the fall and spring when it is often cool. Junior high students should bring sweatpants and a sweatshirt or jacket to wear over their gym suit.
6. If your daughter or son is to be excused from any part of the program, please send an excuse to school stating the reason. If there is some health problem that requires either limited activity or a prolonged excuse of more than one day, please have your physician inform the school with a written excuse. If a student does not participate in P.E., (unless excused, i.e. Dr., DDS., appointment, or funeral) that student will also not participate in outdoor recess or after school sports.
7. The school furnishes a locked locker.
8. Clothing is to be taken home for laundering on Friday and returned for class use on Monday. Gym clothing is not to be worn outside of physical education class. Classroom clothing and shoes are not acceptable physical education clothing. For health reasons, the students are not to wear the socks, tights, or panty hose for physical education class which they wear to and from school.

ACADEMIC PROGRESS

Report cards are issued every nine weeks. The end of each grading period is Oct. 16, Dec. 18, Mar. 12, and May 24.

Progress reports, for students in grades 5-8 are issued midway in each 9 week grading period. Students who are doing unsatisfactory work (D/U) receive this notice and it is expected that students will attempt to raise their grade before the end of the grading period. Parents are asked to discuss the notice with their child and **return the signed notice to the school** within two school days. Mid-Quarter reports which are not signed and returned within two (2) school days will result in the student receiving a Dean Referral. NOTE: Participation in special school events is limited to those students who are performing satisfactory work.

Satisfactory academic progress must be made by every child in the Riley program. State legislation and HB 451, **require students** to complete school work satisfactorily. Failure to attain satisfactory performance in Illinois mandates additional after-school work, summer work by the student, or repetition of the grade level. Sports eligibility is also influenced by grades received. While sports play an important role in individual development, our first priority at Riley is a positive academic achievement for all of our students. By School Board Policy, any student who receives one or more U's and/or three or more D's on his/her "End of the Week Report" will become ineligible to play or practice for the following week. An eligibility week will be defined as a Friday through Thursday time period. Sports eligibility will be computed on each Thursday or the second to last school day of each week. Students will be notified on the last day of the school week and a letter will be sent home with the student. The third ineligibility infraction will result in dismissal of the student athlete from that particular sport. Homework and/or Behavioral Detentions will result in a one game suspension. **The suspended game will be the first game following the infraction(s)**. All students that serve a Behavioral Detention or a Homework Alert are to serve their required time and have a parent or guardian sign for the

release of the student. In order to participate in athletic team events, students must not have any detention in arrears. Students must participate in P.E. class, in order to attend practice and games, unless they miss P.E. for an excused absence (i.e. Dr., DDS., appointment, or funeral). Students must be in attendance at least one-half of a day in order to participate in practice and games. If a student leaves school because of an illness, they may NOT return to participate in after school activities/sporting events. A student will not be eligible until activity fees are paid. The student must have a sports physical on file that will remain valid the entire sports season in which the student is participating. A sports physical remains valid for **one** calendar year. An athlete that has been ruled academically ineligible is not allowed to attend a practice/game and must go home after school to complete any late or missing homework. Activity Fees will **NOT** be reimbursed as a result of an athlete being removed from the team because of academic infractions.

HONOR ROLL

"A" honor roll and "B" honor roll are published every nine weeks. Major subjects, including P.E., count as one unit. Art, music, band, and 5th grade spelling counts as 1/2 unit. "A" honor roll average must be 3.5 and "B" honor roll average must be 3.0. The average may not include any D's or U's. Special recognition is given at the end of the year for honor roll students. Incomplete work inclusive of the science fair project or the eighth grade term paper will affect a student's honor roll status.

SPECTATOR CONDUCT AND SPORTSMANSHIP AGREEMENT

Sportsmanship is an important virtue learned by our Riley athletes and participants in extra-curricular activities. A sense of fair play, team cohesiveness and non-judgmental cooperation is instilled in students to help build character and sportsmanship. Our coaches and conference officials do their best to provide athletic programs and events for the benefit of our students.

We, as parents, guardians and spectators, need to do our best to model good sportsmanship and demonstrate appropriate fan demeanor during these events as well. While cheering and statements of support and encouragement are always appropriate; derogatory, insulting or belittling chants directed at students, officials or coaches are not tolerated. It is also inappropriate to approach (in a negative manner) student athletes, coaches or officials during/after an event. If you have a concern, please bring it to your child's coach at an appropriate time and place.

Riley students and fans have an excellent reputation for demonstrating good sportsmanship at both home and away games. So that we may continue to enjoy highly supportive sporting events, all parents/guardians of our student athletes are expected to abide by the terms of this Spectator Conduct and Sportsmanship Agreement. Spectators who display unsportsman-like conduct may be denied admission to school events. The infractions and punishments are:

- 1st infraction – written notice/warning.
- 2nd infraction – 2 game suspension.
- 3rd infraction – remainder of athletic season.

As a member of the Mid-Northern Athletic Conference we provide many opportunities for students to participate in extracurricular sporting events. Both male and female students are encouraged to participate in the fall, winter and spring athletic offerings. Thank you for supporting our student athletes.

ACADEMIC PROMOTION

Students will not be promoted to the next grade level based upon age or any other social reason unrelated to their academic performance. Decision to promote or retain students in any grade level shall be based upon

successful completion of the curriculum, grades, attendance, teacher recommendation, performance based on the Illinois State Assessment Test, and/or other local assessments.

Students who do not qualify for promotion to the next grade level shall be provided remedial assistance, which may include summer school (required not less than 90 hours), tutorial sessions, increased or concentrated instruction time, modification to instructional materials and retention in the current grade. This requirement applies to all Illinois public school students, including eighth grade students who are planning to graduate at the end of the school year.

Grading:

Students in grades K-3 will receive progress reported on the report card as follows”

(+) = Very Good

(√) = Good

(-) = Needs Improvement

Students in grades 4-8 will receive progress reported on the report card as follows:

A = excellent work

B = above average work

C = average work for grade level

D = below average work for grade level

U = not performing at a passing grade level

Teachers may use a plus (+) or minus (-) sign with progress or an incomplete (Inc)

Incomplete progress means the student has not completed the subject area content sufficiently to receive a final grade evaluation.

KINDERGARTEN

Students should be able to: (10 out of 13 to pass)			Standard	Assess
85%	1	Recognize and recite first and last name	24A1b	TO
85%	2	Print first name	3C1a	WT
85%	3	Recognize and name 8 basic colors	3C1a	OT
85%	4	Recognize and name 4 basic shapes	25A1d	OT
85%	5	Rote count to 20	9A1a	OT
85%	6	Name numerals 0-20 in random order	6A1a	OT
85%	7	Match objects 0-20	6A1a	OT
85%	8	Write numerals 0-10	6D1	WT
85%	9	Name upper case letters 23/26	6A1a	OT
85%	10	Name lower case letters 20/26	1A1a	OT
85%	11	Give letter sounds 20/26	1a1a	OT
85%	12	Write upper case and lower case letters 40/52	3c1b	WT
85%	13	Identify and copy pattern	8a1a	TO

These standards represent the minimal requirements for promotion to first grade at Riley School. Parents of students who are at risk of not reaching these standards by the end of the school term will be notified by the classroom teacher as early as possible.

Types of Assessments:

OT	Oral Test
TO	Teacher Observation
WT	Written Test

FIRST GRADE

STUDENTS MUST MEET THE CRITERIA IN ALL THREE CORE SUBJECT AREAS TO BE PROMOTED.

Students should be able to:				
READING (4 out of 6 to pass)			Standard	Assess
90%	1	Identify initial and final consonant sounds	1A1a	TO
90%	2	Identify long and short vowel sounds	1A1a	WT/WS
90%	3	Read high frequency words (sight vocabulary) automatically	1A1a1B1d	Flash cards/oral reading
90%	4	Sequence the events of a selection	1A1a1C1d	cut & paste/orally
90%	5	Apply phonetic or sight word skills to read a grade level passage (at least mid-first grade) fluently (25-55 wpm)	1A1B1d	CBM
90%	6	Produce rhyming words	1A1a	TO/OT
LANGUAGE ARTS/WRITING (4 out of 5 to pass)				
85%	1	Spell basic sight words	1A1a3A1	WT
90%	2	Alphabetize by first letter	1A1a5A1B	WT/WS
90%	3	Use a capital letter at the beginning of a sentence	3Aa	WS/DOL
90%	4	Use correct ending punctuation (.,?)	3Aa	DOL
90%	5	Write complete sentences for a variety of purposes	3B1b	DOL
MATHEMATICS (11 out of 16 to pass)				
90%	1	Count to 100	6A1a	WT
90%	2	Name numerals to 100 in random order	6A1a	TO
90%	3	Write and arrange numerals 0-99	6A1a	WS
90%	4	Read number words zero to twelve	6A1a	OT
90%	5	Recognize number form of numerals 0 to 10	6A1a	SS
90%	6	Count to 100 by 2, 5, 10	6A1a	oral practice/WS
90%	7	Identify place value in two-digit numbers	6A1a	SS
90%	8	Solve addition and subtraction facts through 12	6A1a6B1	SS
90%	9	Recognize the value of a penny, nickel, and dime	6B1	observation/OT
90%	10	Tell time by the hour and half-hour	7A1c	OT/WS
90%	11	Identify calendar concepts: days of the week, months of the year	7A1b	oral practice/TO
90%	12	Compare numbers using the concepts of more than and less than	6D16a	WK

90%	13	Determine whether to add or subtract to solve word problems	6B6C1c	SS/TO
90%	14	Use a ruler to identify inches	7A	SS
90%	15	Use manipulatives in addition and subtraction problems	6A1a6B1	TO
85%	16	Add and subtract problems using numerals 0 through 99	6A1a6B1	SS/WT

Types of Assessment

CBM	Curriculum Based Measurement
DOL	Daily Oral Language
OT	Oral Test
SS	Skill Sheet
TO	Teacher Observation
WS	Worksheet
WT	Written Test

These standards represent the minimal requirements for promotion to second grade at Riley School. Parents of students who are at risk of not reaching these standards will be notified by the classroom teacher as early as possible.

SECOND GRADE

STUDENTS MUST MEET THE CRITERIA IN ALL THREE CORE SUBJECT AREAS TO BE PROMOTED.

Students should be able to:				
READING (4 out of 6 to pass)			Standard	Assess
70%	1	Summarize and answer questions pertaining to events of a story	1C1d	WT
70%	2	Apply word analysis skills (word patterns) to recognize words, i.e. phonetic patterns, "r" controlled vowels, suffixes, prefixes, etc.	1A1a	CBM/TO running record
70%	3	Read basic sight words automatically	1A	TO/OT
70%	4	State the main idea in a story, paragraph or article	1C1d	OT/WT
70%	5	Demonstrate fluency, 30-60 wpm, in oral reading at mid-second grade level	1A1B1d	CBM
70%	6	Label passages as fiction or nonfiction	1B1d	check list/WT

LANGUAGE ARTS/WRITING (3 out of 4 to pass)				
70%	1	Capitalize proper nouns, use proper grammar and understanding use of contractions	1A3A1	writing sample
70%	2	Obtain average of 70% on weekly spelling tests	1A1a3A1	WT
70%	3	Use a glossary or dictionary to find the meanings of words	1A5A1b	WT/WS/TO
70%	4	Write one paragraph with at least three complete sentences including a topic sentence, details and an ending	3B1a3C	writing sample
MATHEMATICS (7 out of 11 to pass)				
70%	1	Read and write numbers to 100	6A1a	TO/WT/checklist
70%	2	Write and arrange three digit numbers	6A1a	TO/WT/checklist
70%	3	Identify place value in three digit numbers	6A1a	TO/WT/checklist
70%	4	Know and apply addition and subtraction facts through 18 using manipulatives and fact families	8C16B1	TO/WT/checklist
70%	5	Add and subtract two digit numbers with regrouping	6B1	WT/WS
70%	6	Read and write fractions to represent parts of a whole or a set	6A1a	checklist/WT
70%	7	Use mathematical symbols to write number sentences ie. =, ≠, <, >, +, -, \$, ¢	6A1a	WS/WT
70%	8	Tell time using ½ hour and hour intervals (analog clocks)	7A1b	TO/WT/WS
70%	9	Demonstrate solving strategies for simple two-step word problems	6C1a	TO/WT
70%	10	Read and interpret graphs	10A1b	TO/WT
70%	11	Name coins, know their value, and combine coins up to \$1.00	7A1c	TO/WT

Types of Assessments

CBM	Curriculum Based Measurement
DOL	Daily Oral Language
OT	Oral Test
SS	Skill Sheet
TO	Teacher Observation
WS	Worksheet
WT	Written Test

These standards represent the minimal requirements for promotion to third grade at Riley School. Parents of students who are at risk of not reaching these standards will be notified by the classroom teacher as early as possible.

THIRD GRADE

STUDENTS MUST MEET THE CRITERIA IN ALL THREE CORE SUBJECT AREAS TO BE PROMOTED.

Students should be able to:					
READING (3 out of 4 to pass)			Standard	Assess	
70%	1	Follow written direction (minimum 2 steps)	1B1c1C5A	TO/WT	
70%	2	Derive word meaning from context	1A1b	WT/WS	
70%	3	Summarize the events of a short story	3c1a	TO/test	
70%	4	Demonstrate fluency, 30-60 wpm, in oral reading at mid-third grade level or in resource room	1B1d	TO/CBM	
LANGUAGE ARTS/WRITING (2 out of 2 to pass)					
70%	1	Apply the rules of capitalization and punctuation in everyday writing	3A1	WT/skills/DOL/ checklist	
70%	2	Write multi-paragraph expository essays which include indented margins, topic sentences, supporting details and a conclusion	3B1b3B1a	WT/written product	
MATHEMATICS (8 out of 12 to pass)					
70%	1	Read four digit numbers	6A1a	TO/OT	
70%	2	Identify place value in four digit numbers	6A1a	TO/OT	
70%	3	Rank non-sequential numbers from smallest to largest	6A1a	WT/OT/WS	
70%	4	Round two digit numbers to the nearest ten and three digit numbers to the nearest hundred	7B1a	WT/OT/TO /WS	
70%	5	Calculate the sum of three or more addends	6c1a	WT/WS	
70%	6	Add and subtract four digit numbers with regrouping	6c1a	WT/WS	
70%	7	Apply multiplication and division facts through 11 x 11 using manipulatives, fact families, and/or calculator	6B1	WT/WS/flash cards	
70%	8	Recognize fractional units and visually identify equivalent fractions to 1/8	6A1a	WT/WS project	
70%	9	Estimate and measure using inch, feet, and yards	7A1a	WT/OT/project	
70%	10	Write money notations using the dollar sign and decimals	7A1c	WS/WT	
70%	11	Demonstrate orally and in writing proper problem solving strategies for 2-step word problems	6C1a	TO/OT/WT	
70%	12	Telling time (time to minute, so many hours ago; from now)	7A1b	OT/WT/WS	

Type of Assessment

CBM	Curriculum Based Measurement
DOL	Daily Oral Language
OT	Oral Test
SS	Skill Sheet
TO	Teacher Observation
WS	Worksheet
WT	Written Test

These standards represent the minimal requirements for promotion to fourth grade at Riley School. Parents of students who are at risk of not reaching these standards will be notified by the classroom teacher as early as possible.

FOURTH GRADE

STUDENTS MUST MEET THE CRITERIA IN ALL THREE CORE SUBJECT AREAS TO BE PROMOTED.

Students should be able to:					
READING (3 out of 5 to pass)			Standard	Assess	
70%	1	Analyze words and use vocabulary skills for comprehension (including root words, prefixes, suffixes, context clues, using dictionaries).	1A2a2b	WS/TO/WT	
70%	2	Use reading strategies to increase comprehension (including making and supporting predictions, cause/effect, sequencing and drawing conclusions).	1B,1C2a,2a2b2c	WS/TO/WT	
70%	3	Read age-appropriate material aloud with fluency and accuracy	1B,2d	TO/OT	
70%	4	Read and answer comprehension questions from different types of literary works (including making inferences and generalizations, compare/contrast, summarizing, reading tables, charts and maps).	1C2b2c2d, 1C2f,2B2a	WS/TO/WT	
70%	5	Plan and complete a written research report using various sources and deliver an oral presentation	4B2a,5A2a2b, 5B2a2b,5C2a2	OT/TO/SS	
LANGUAGE ARTS/WRITING (3 out of 4 to pass)					
70%	1	Identify and correctly use various parts of speech	3A2	WS/WT/written product	
70%	2	Write a variety of sentence types with a complete thought, accurate capitalization, punctuation and correctly use parts of speech	3A2	WS/WT/written product	
70%	3	Plan and write a paragraph with a topic sentence, detailed supporting sentences with transitions and closing sentence	3B2a2b2c2d	WS/WT/written product	

70%	4	Write for a variety of purposes and audiences (including multi-paragraph expository writing)	3C2a2b	WS/WT/written product
MATHEMATICS (8 out of 13 to pass)				
70%	1	Read numbers up to seven digits	6A2	TO/WS/OT
70%	2	Read and write number words	6A23A	WS/WT/OT
70%	3	Multiply two and three digit numbers by one digit number with regrouping	6B6C2a	OT/WS/WT
70%	4	Multiply two and three digit numbers by a two digit number	6B6C2a	OT/WT/WS
70%	5	Divide three digit numbers by a one digit number	6B6C2a	WT/WS/OT
70%	6	Round a four digit number to the nearest ten, hundred, and thousand	6C2a71	TO/WS/OT
70%	7	Add and subtract fractions with like denominators	6C2a6B	WS/WT
70%	8	Read, write, add and subtract decimals to the tenths, hundredths place	6B6c2A	TO/OT/WT/ WS
70%	9	Interpret information contained in a graph	10B2b	TO/WS
70%	10	Change units of length, units of weight, and units of capacity	7A2a	TO/WS
70%	11	Demonstrate use of calculator for basic operations	6c2a	TO/WS
70%	12	Demonstrate recall of math facts (4 operations)	6c2a2b	Timed test
70%	13	Demonstrate orally and in writing strategies for problem solving	6B5C2a	OT/WT

Types of Assessment

CBM	Curriculum Based Measurement
DOL	Daily Oral Language
OT	Oral Test
SS	Skill Sheet
TO	Teacher Observation
WS	Worksheet
WT	Written Test

The following standards represent the minimal requirements for promotion to fifth grade at Riley School. Parents of students who are at risk of not reaching these standards will be notified by the classroom teacher as early as possible.

FIFTH GRADE

STUDENTS MUST MEET THE CRITERIA IN ALL THREE CORE SUBJECT AREAS TO BE PROMOTED

Students should be able to:

READING (3 out of 5 to pass)

Standard

Assess

70%	1	Apply word analysis skills to comprehend selections (root words, synonyms, antonyms, etc.)	1.A.2a	WS/WT
70%	2	Use vocabulary skills to comprehend selections (including dictionary usage) and be able to use new vocabulary in written and oral communication.	1.A.2b	WS/WT/TO
70%	3	Read age appropriate material aloud with fluency and accuracy.	1.B.2d	OT/TO
70%	4	Apply reading strategies to improve comprehension (making and evaluating predictions, making connections, making inferences, cause/effect, sequencing, drawing conclusions, identifying problem and solution, main idea, and summarizing).	1.B.2a, 2b, 2c; 1.C.2a, 2b, 2c, 2d, 2e, 2, f; 2.B.2a, 2b, 2c	WS/WT/TO
70%	5	Demonstrate an understanding of literary elements and techniques (characterization, theme, setting, plot, tone, conflict, point of view, and various types of figurative language) in various types of literature (genres: realistic fiction, historical fiction, fantasy, non-fiction, biography).	2.A.2a, 2b, 2c	WS/WT/TO

LANGUAGE ARTS/WRITING (4 out of 5 to pass)

70%	1	Identify and differentiate between the various parts of speech	3A2	WT/WS/written product
70%	2	Write a variety of sentence types including the appropriate use of the 8 parts of speech, accurate spelling, capitalization, and punctuation	3A2,3b2b-c	WT/WS/written product
70%	3	Write a paragraph with a topic sentence and appropriate supporting details	3b2b-c	WT/WS/written product
70%	4	Complete an oral and/or written project based on research	3C2a3B2a-b	WT/WS/written product
70%	5	Write a multi-paragraph essay that includes a topic statement, supporting details, correct grammar, spelling, and sentence structure including transitional words	3b2b-c	WT/WS/written product

MATHEMATICS (8 out of 14 to pass)

70%	1	Identify place value in twelve-digit numbers	6A1a	TO/WS
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70%	2	Divide whole numbers by a two-digit number	6C2a	WS/WT
70%	3	Compare and order decimals to thousandths	6A2	TO/WS/WT
70%	4	Round a decimal to the nearest whole number	6C2b	TO/WT/WS
70%	5	Multiply a decimal number by a decimal number	6B2	WT/WS/TO
70%	6	Divide a decimal number by a whole number	6B2	TO/WS/WT
70%	7	Order and compare common fractions	6A2	WS/WT/TO
70%	8	Construct tables, graphs, and/or charts using collected data	10B2b1c	TO/project
70%	9	Solve orally and in writing a variety of word problems (i.e. interpreting remainders, multi-step problems, logical reasoning)	10B2d	TO/WT/WS/ OT
70%	10	Estimate the answer for addition, subtraction, multiplication and division problems	7A1a	TO/WT/WS/ OT
70%	11	Add, subtract, and multiply fractions with like denominators	7B2	TO/WT
70%	12	Measure to the $\frac{1}{4}$ of an inch	7A	TO/WT/WS
70%	13	Demonstrate orally and in writing proper problem solving strategies for multi-step word problems	6C1a	TO/OT/WT
70%	14	Demonstrate orally and in writing strategies for problem solving	6B6C2a	OT/WT

Types of Assessment

CBM	Curriculum Based Measurement
DOL	Daily Oral Language
OT	Oral Test
SS	Skill Sheet
TO	Teacher Observation
WS	Worksheet
WT	Written Test

Special Section pertains to Junior High (Grade 6-8) Students:

SIXTH GRADE

The grade level standards that follow represent the course of study for 6th grade and provide a general focus for the instructional program in your child's grade. However, these standards only represent the minimal requirements for promotion. We believe that when the school and the home work together as partners, our children will have the best opportunity to learn and succeed in school. We ask that you familiarize yourself with these standards. During the course of the year there will be opportunities for us to work together to support your child. The main standards in each subject area will help you to understand the total program better and help us work toward the same goals.

6th grade students must pass four out of the six academic core areas (Language Arts, Math, Physical Education, Reading, Science and Social Studies) with an overall average of a D (2.0) per class. See 12 Point Grading Scale on page 27.

AS A RESULT OF THEIR SCHOOLING, 6TH GRADE STUDENTS WILL BE ABLE TO:

MATH

- Collect, organize, record, and display data using a variety of charts and graphs.
- Round whole numbers and decimals.
- Identify place value of whole numbers and decimals.
- Add, subtract, multiply, divide whole numbers and decimals.
- Measure accurately with customary and metric instruments and convert units within each system.
- Classify lines and angles.
- Classify and compare geometric figures.
- Find the perimeter and area of polygons and circumference and area of a circle.
- Find volume of three dimensional figures.
- Understand aspects of number theory including divisibility and prime factorization.
- Add, subtract, multiply, and divide fractions/mixed fractions with like/unlike denominators.
- Understand and use ratios, proportions and percents.
- Add, subtract, multiply, and divide integers.
- Plot ordered numbered pairs in four quadrants.
- Use ordered number pairs to name points in four quadrants.
- Graph equations using T-charts and ordered pairs.
- Find probability of an event.

READING

- Divide words into syllables based on patterns and rules as provided.
- Use word attack skills to determine the meaning of words.
- Identify literary terms such as personification, synonyms, and antonyms.
- Comprehend the main idea and supporting details in a reading selection and be able to summarize it.
- Identify the various types of genre.
- Know the elements of fiction—plot, conflict, story problem and solution.
- Identify parts of a book.
- Use a dictionary appropriately.
- Recognize that we read in order to be persuaded, informed, or entertained.

LANGUAGE ARTS

- Apply the rules of punctuation and capitalization.
- Apply the rules of spelling.
- Understand how sentences are developed.
- Construct a basic paragraph with a topic sentence and supporting details.
- Understand the fundamentals of the writing process.
- Identify and demonstrate the forms and purposes of personal writing and letters.
- Identify and demonstrate the forms and purposes of informative and persuasive writing.
- Identify and demonstrate forms and purposes of creative, descriptive, and narrative writing.
- Understand the organizational development of compositions.

LANGUAGE, LISTENING, SPEAKING AND ASSESSMENT

- Understand the basic elements of traditional English grammar.
- Demonstrate knowledge of English grammar rules.
- Demonstrate knowledge of basic sentence types and sentence structures.
- Exhibit appropriate listening behavior.
- Question to clarify and evaluate information given.

SCIENCE

- Work cooperatively to design, carry out, and document controlled experiments.
- Collect data using process skills including observing, predicting, estimating, and measuring.
- Formulate inferences based on observations.
- Relate data from experiments to hypotheses and conclusions.
- Communicate the results of controlled experiments.
- Use appropriate lab tools and measurement techniques for mass, volume, temperature and length.
- Correctly use metric units.
- Describe the characteristics of living things.
- Identify the features and adaptations of plants and animals that help them live and survive in different environments.
- Compare and contrast how different forms and structures reflect different functions in living things.
- Explain how cells function as the basic building blocks for life.
- Compare and contrast plant and animal cells.
- Compare and contrast the states of matter.
- Identify physical and chemical properties and changes of matter.
- Explain interactions of energy with matter including conservation of energy.
- Describe and compare types of energy.
- Model and describe atoms, molecules, elements, compounds, and mixtures.
- Demonstrate ways to avoid injury when conducting science activities.

SOCIAL STUDIES

- Recognize that current events help us understand the past, present and future.
- Identify the beginnings of civilization and understand the impact of early civilizations on the cultures in the world today.
- Identify the land masses and major bodies of water as located on the earth.
- Compare and contrast graphs, diagrams, timelines, charts, and tables.
- Describe the contributions made by individuals and civilizations in world history.

Compare distances and areas on a single map or globe and make predictions from information provided on a map.

Recognize that elevation, geographic features, and climate affect the cultural aspects of a region.

PHYSICAL EDUCATION

1. Engage in daily exercise.
2. Display proper conduct and sportsmanship.
3. Develop skills necessary to participate in a wide variety of group and individual activities.
4. Demonstrate knowledge of rules and techniques of team and individual activities.
5. Demonstrate safe and appropriate use of equipment and execute safe body and management skills during physical activity.
6. Perform fitness testing based on health related components of fitness.
7. Identify reasons for being fit.
8. Understand the basic principles needed to achieve a fit and healthy body.

SEVENTH GRADE

The grade level standards that follow represent the course of study for 7th grade and provide a general focus for the instructional program in your child's grade. However, these standards only represent the minimal requirements for promotion. We believe that when the school and the home work together as partners, our children will have the best opportunity to learn and succeed in school. We ask that you familiarize yourself with these standards. During the course of the year there will be opportunities for us to work together to support your child. The main standards in each subject area will help you to understand the total program better and help us work toward the same goals.

7th grade students must pass four out of the six academic core areas (Language Arts, Math, Physical Education, Reading, Science and Social Studies with an overall average of a D (2.0) per class. See 12 Point Grading Scale on Page 27. Successful completion of an experiment-based science fair project is also a requirement for advancement.

AS A RESULT OF THEIR SCHOOLING, 7th GRADE STUDENTS WILL BE ABLE TO:

MATH

Apply problem solving strategies and mathematical concepts to word problems.

Collect, organize, interpret, and summarize data.

Evaluate numerical and algebraic expressions using correct order of operations and exponents.

Solve one-step and two-step equations algebraically.

Use powers and exponents in numerical expressions and scientific notation.

Use Pythagorean Theorem to solve problems.

Add, subtract, multiply, and divide fractions, decimals and integers.

Compare and order fractions, decimals, and integers.

Solve ratio, proportion, and percent problems and apply to problem solving situations.

Understand concepts of geometry including angles, polygons, and geometric constructions.

Use formulas to determine perimeter, area, circumference and volume.

Draw a graph from an equation.

Solve and create equations using tables and graphs.

Find the probability of an event and determine the odds in favor of an event.

***Eighth grade students may be eligible to participate in the algebra program at Riley Community Consolidated School. The criteria for entering into the algebra program will consist of two in-class tests (algebraic diagnostic test and basic skills test), classroom performance and grades for the first three quarters. All testing and tabulating will be done during the end of the fourth quarter of the student's **seventh** grade school year.

Students will be notified during the summer months by letter if they have met the criteria to enter into the algebra program. Students must maintain a minimum B- average per quarter (not cumulative) to remain in the algebra program. Students in question will be reviewed by the teacher and principal.

READING

- Read and use a newspaper.
- Use the library and reference materials.
- Follow written and oral directions.
- Present an oral report.
- Distinguish between fact and opinion.
- Use comparison and contrast to form an opinion.
- Summarize; sequence events and use graphic aids.
- Draw conclusions and make generalizations.
- Check words for their correct spelling, meaning and usage in writing.

LANGUAGE ARTS

- Apply the rules of punctuation and capitalization.
- Apply the rules of spelling.
- Use vocabulary skills to improve writing.
- Revise sentences for clarity.
- Understand and demonstrate well-developed sentences.
- Demonstrate well-developed paragraphs and compositions.
- Demonstrate appropriate use of the writing process.
- Demonstrate the forms and purposes of personal writing and letters.
- Demonstrate the forms and purposes of informative and persuasive writing.
- Demonstrate forms and purposes of creative, descriptive, and narrative writing.
- Demonstrate advanced organizational techniques in writing.

LANGUAGE, LISTENING, SPEAKING AND ASSESSMENT

- Demonstrate knowledge of advanced elements of traditional English grammar.
- Demonstrate knowledge of sentence types and sentence structures.
- Exhibit appropriate listening behavior.
- Question to clarify and evaluate information given.

SCIENCE

- Work cooperatively to design, carry out, and document controlled experiments.
- Collect data using process skills including observing, predicting, estimating, and measuring.
- Successfully complete an experiment-based science fair project.
- Formulate inferences based on observations.
- Relate data from experiments to hypotheses and conclusions.

Use appropriate lab tools and measurement techniques for mass, volume, temperature and length.
Correctly use metric units.
Compare and contrast the states of matter.
Identify physical and chemical properties and changes of matter.
Identify the reactants and products in a chemical reaction.
Model and describe atoms, molecules, elements, compounds, and mixtures.
Explain interactions of energy with matter including changes of state and conservation of mass and energy.
Demonstrate ways to avoid injury when conducting science activities.
Explain the difference between heat and temperature.
Describe ways that heat can be transferred.
Explain how heat energy affects the Earth.
Demonstrate how heat can be measured.

SOCIAL STUDIES

Identify countries and physical features of the world.
Understand the five geographic themes of location, place, interactions, movement, and regions.
Recognize the cause of the American Revolution and the content of the Constitution.
Recognize the factors which helped shape American democracy during our formative years.
Understand how American people have adapted to meet the challenges of their times.
Recognize conditions of the country that undermined national unity and led to the Civil War.
Use and create maps, graphs, and tables.
Apply the skills and knowledge of the social sciences to decision-making and problem-solving.

PHYSICAL EDUCATION

1. Engage in daily exercise.
2. Display good sportsmanship, teamwork, and responsibility.
3. Develop and demonstrate skills necessary to participate in a wide variety of group and individual activities.
4. Demonstrate knowledge of rules and techniques of team and individual activities.
5. Demonstrate safe and appropriate use of equipment and execute safe body and management skills during physical activity.
6. Perform fitness testing based on health related components of fitness.
7. Identify components of fitness and how they relate to activities in which they engage.
8. Recognize and identify vocabulary and concepts associated with physical fitness.
9. Locate major muscle groups and identify exercises that can be used to strengthen and stretch those muscles.

EIGHTH GRADE The grade level standards that follow represent the course of study for 8th grade and provide a general focus for the instructional program in your child's grade. However, these standards only represent the minimal requirements for promotion. We believe that when the school and the home work together as partners, our children will have the best opportunity to learn and succeed in school. We ask that you familiarize yourself with these standards. During the course of the year there will be opportunities for us to work together to support your child. The main standards in each subject area will help you to understand the total program better and help us work toward the same goals.

8th Grade Graduation Requirements:

--Students must pass four out of the six major core academic areas (Language Arts, Math, Science, Reading, Social Studies, and Physical Education) with an overall year average of a D (2.0) per class. Minimum passing standard is a 2.0 on a 12 point scale. The 12 point scale is the following: A+ =12; A=11, A-=10, B+=9, B=8, B-=7, C+=6, C=5, C-=4, D+=3, D=2, D-=1, U=0 points.

--The 8th grade term paper must be completed according to classroom criteria in both Language Arts and Social Studies.

--If a student fails to meet the above criterion, the student WILL NOT be promoted as well as MAY NOT participate in Graduation ceremonies.

--If a student fails to complete the above, the student will be REQUIRED to attend summer school. Promotion will then occur upon successful completion of summer school.

--All student fees owed to Riley School shall be paid, which may include School, library, athletic, or assessments for damaged textbooks or school equipment.

--Failure to pay fees to Riley School will result in the student's official report card and diploma being held in the office until fees are paid. Non-payment of fees may result in a student being excluded from school activities and the Riley graduation ceremony

8th Grade Field Trip Requirements:

--Students must have a C average to participate in the Springfield Field Trip

--Students must have all work completed and major projects completed.

--A failing grade of a 'U' eliminates any student from the trip.

--Students must maintain proper behavior for 15 school days according to the behavior contract.

AS A RESULT OF THEIR SCHOOLING, 8TH GRADE STUDENTS WILL BE ABLE TO:

MATH

Read, interpret, and construct graphs to organize data.

Read and write scientific notation with positive and negative exponents.

Evaluate powers and roots with all operations, including negative and zero exponents.

Write and solve one/two step algebraic equations using variables with whole numbers, fractions, and decimals.

Complete function tables, find function rules, and graph the results on a coordinate plane.

Graph linear equations with one and two variables using a table of values, intercepts and slope-intercepts.

Solve and graph inequalities.

Solve a system of linear equations by graphing, substitution, and linear combinations.

Perform four operations with fractions, decimals, and integers.

Identify rational and irrational numbers.

Apply ratio, proportion, and percent in various situations.

Understand the elements of geometry (points, lines and angles).

Find perimeter and area of polygons.

Find the surface area and volume of a prism, pyramid, cylinder, and cone.

Perform four operations with polynomials.

Define probability and determine the probability of an event.

Eighth grade students may be eligible to participate in the algebra program at Riley Community Consolidated School. The criteria for entering into the algebra program will consist of two in-class tests (algebraic diagnostic test and basic skills test), classroom performance and grades for the first three quarters. All testing and tabulating will be done during the end of the fourth quarter of the student's **seventh** grade school year. Students will be notified during the summer months by letter if they have met the criteria to enter into the algebra program. Students must maintain a minimum B- average per quarter (not cumulative) to remain in the algebra program. Students in question will be reviewed by the teacher and principal.

READING

- Activate prior knowledge.
- Make inferences.
- Be familiar with literary terms.
- Utilize reading strategies.
- Vary reading rate to purpose.
- Respond in written form to material read.
- Read and comprehend at a 6th grade level or better.
- Read for personal enjoyment and improvement.

LANGUAGE ARTS

- Edit written material using the writing process.
- State main ideas and supporting details clearly, from content areas.
- Support ideas with detailed information.
- State main idea clearly and show focus of thought.
- Write for a variety of purposes.
- Respond to teacher directed prompts.
- Respond to journal topics.
- Write a researched and clearly documented report.
- Avoid poor writing habits.

LANGUAGE, LISTENING, SPEAKING AND ASSESSMENT

- Listen to gain meaning and understanding.
- Listen with a variety of purposes.
- Infer emotion from language.
- Distinguish necessary information in an oral message.
- Recognize main ideas.
- Distinguish literal from inferential ideas.
- Respond with evidence of reflective thought.
- Differentiate fact from opinion.
- Ask questions to clarify.

SCIENCE

- Work cooperatively to design, carry out, and document controlled experiments.
- Collect data using process skills including observing, predicting, estimating, and measuring.
- Use appropriate lab tools and measurement techniques for mass, volume, temperature and length.
- Correctly use metric units.
- Interpret and represent results of experiments.

Describe how living things interact with each other and with their environment.
Explain what is meant by biological succession.
Classify organisms into the 5 kingdom classification system.
Describe processes by which organisms can change over time using evidence from comparative anatomy, the fossil record and genetics.
Create and use a scale model to describe the characteristics of the solar system.
Analyze and explain the forces that affect Earth's land, water and atmosphere.
Identify advantages and disadvantages of conserving and managing natural resources.
Describe the relationship between forces and energy as related to an object's motion.
Analyze, demonstrate, and explain the advantages of simple machine systems.
Compare and contrast solutions and mixtures.
Demonstrate safe lab safety practices.

SOCIAL STUDIES

Understand and demonstrate the skills required to read maps, graphs, tables, and charts.
Understand how the economic division between North and South and their views on slavery led to conflict in our country.
Describe the impact of industrialization, immigration, and reform on American society.
Explain how the increased role of America in the world community has involved one nation in world wars and resulted in the emergence of a superpower with global commitments.
Understand how the Illinois State Government functions and its relation to the federal government structure.
Summarize the contributions of minorities and various culture groups in the development of America.
Appreciate the importance of the human factor in shaping history.

PHYSICAL EDUCATION

1. Engage in daily exercise.
2. Display good sportsmanship, teamwork, and responsibility.
3. Demonstrate skills necessary to participate in a wide variety of group and individual activities.
4. Demonstrate safe and appropriate use of equipment and execute safe body and management skills during physical activity.
5. Perform fitness testing based on health related components of fitness.
6. Identify components of fitness and how they relate to activities in which they engage.
7. Recognize and identify vocabulary and concepts associated with physical fitness.
8. Determine a healthy resting, target, and recovery heart rate, before, during and after exercise.
9. Demonstrate knowledge of rules, techniques, and skills of team and individual fitness activities.
10. Identify lifestyle choices that have a positive effect on well-being.
11. Assess self-improvement of fitness and skill development.

HOMEWORK AND HOMEWORK "ALERTS" – GRADES 1 THROUGH 4

Homework should supplement and reinforce what has been taught in the classroom. Some pupils may need added practice in the basic skills taught. For other pupils, homework is a means for enriching school activities started in class. Pupils who have fallen behind because of absence may need homework to catch up with the class.

It is the school's objective to assign student homework in reasonable requirements with adequate instruction.

Students who fail to complete classroom work or homework assignments in a habitual manner will receive a homework "alert". The following procedures will be used with such notices.

- A. Students who receive an alert notice will receive a standard notice listing work which is incomplete.
- B. Notices will be sent home for a parent signature at least 24 hours in advance of the after school session with the issuing teacher.
- C. A second notice from the teacher will result in a phone call to a parent.
- D. If a third notice is given, parents will be asked to come to school for a conference with the teacher. At that time it is expected that a plan will be developed that will remediate the problem. The plan will include extended work time after school with the teacher from 3:10 to 4:10 PM.
- E. At no time will students be allowed to use class time to complete delinquent work. Students found to be in non-compliance will automatically receive a notice and the above procedures will be used.
- F. Unsuccessful remediation of classroom procedures can result in reassignment of students and may result in a student being required to repeat uncompleted work. Major omissions of work will result in retention of the student in the same class or grade level.

FIELD TRIPS WITHIN THE LOCAL MARENGO AREA

Riley Community Consolidated School District 18 cooperates with local agencies and neighboring school districts to provide activities that will enhance our curriculum. When these activities occur within the town of Marengo or Union we consider them an extension of our normal school day. We will not require permission slips for these activities. If you do not wish for your child to participate in these activities, please contact the office with your concerns.

BUILDING ENTRY

All visitor entrance to Riley School is via the main entrance on the west side (Riley Road). For purposes of student safety, video surveillance is recorded in public areas of the campus. **All visitors must register in office.**

Video Surveillance

All campus buildings and grounds, both interior and exterior, are owned by the school. Students have no reasonable expectation of privacy while on school property. All campus grounds, building classrooms, commons rooms, and hallways are subject to video surveillance, and the students are hereby notified of the school's intent to use such video surveillance throughout these locations.

Visitors Conduct on School Property

The School District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event.

Therefore as a condition of your request to “visit” school property you shall read the following:

“...No person on school property or at a school event shall: Smoke or otherwise use tobacco products; Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons; Enter upon any portion of school premises at any time for purposes other than those which are lawful and authorized by the School Board...”

“School property” means school buildings, vehicles used for school purposes, and school grounds.

OFFENDER COMMUNITY NOTIFICATION LAWS

State law requires a Building Principal or teacher to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public.

You may find the Illinois Sex Offender Registry on the Illinois State Police’s website at:

<http://www.isp.state.il.us/sor/>

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police’s website at:

<http://www.isp.state.il.us/cmvp/>

STUDENTS

EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, religious beliefs, physical and mental handicap or disability, status as homeless, or actual or potential marital or parental status, including pregnancy (Board Policy 7:10). Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260.

Sex Equity

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

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board’s resolution of the complaint to the Regional Superintendent.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

STUDENT AND FAMILY PRIVACY RIGHTS

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in School Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent(s)/guardian(s).
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent(s)/guardian(s).
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital

formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act.
3. Is otherwise authorized by School Board policy.

Selling or Marketing Students’ Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver’s license number or State identification card number.

The above paragraph does not apply: (1) if the student’s parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student’s “personal information” to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students’ parent(s)/guardian(s) of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.

3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parent(s)/guardian(s) at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parent(s)/guardian(s) in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

HARASSMENT OF STUDENTS PROHIBITED

No person, including a District employee or agent, or student, shall harass, intimidate or bully another student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment, intimidation, or bullying are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, intimidation or bullying by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment including touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the student nondiscrimination Coordinator, Building Principal, Dean of

Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another students shall be referred to the Building Principal, or Dean of Students for appropriate action.

Nondiscrimination Coordinator: Mrs. Christine Conkling
Riley Community Consolidated School District 18
9406 Riley Road
Marengo, IL 60152
815-568-8637

Complaint Managers: Mr. Jerry Trickett and/or Mrs. Christine Conkling
Riley Community Consolidated School District 18
9406 Riley Road
Marengo, IL 60152
815-568-8637

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

STUDENT BEHAVIOR REQUIREMENTS

The Riley Board of Education believes that the reasonable exercise of authority is the key to the maintenance of a healthy school environment, and that order is an essential element in instruction and learning. We also feel that courtesy and respect for other people, their rights and property, are values necessary for functioning in both our school and democratic societies.

To promote an atmosphere where learning can take place, we feel that good behavior should be encouraged and positively reinforced as much as possible. We also believe that consistent, firm, reasonable consequences for poor behavior should be a part of a child's education toward social responsibility.

STUDENT ATTENDANCE

Parents **MUST**: 1. Phone the school when your child cannot attend school. You will be contacted, if we do not hear from you within 2 hours of the start of school.

2. Provide a written note when your child returns to school.

Regular attendance is more than just important--it is critical. First of all, it is the law. But beyond that, regular attendance can mean the difference between "just getting by" and "doing well" in student achievement. There is no substitute for being in class.

The other major reason is revenue. The school receives revenue for every day that a student is in school. It receives no reimbursement for those days when a student is absent. Because of this, the School Board is requesting that vacations be planned when school is not in session. Also, special appointments should be made either after school or on Saturdays.

Students receive excused absences if they cannot attend because of illness. Unexcused absences may result in loss of school credit and/or additional time spent after school making up classroom assignments.

Administration will exercise their authority/discretion to determine if an absence is “excused” or “unexcused”. After five absences in any quarter, a doctor’s note will be required for subsequent absences in order for a student to receive an “excused” absence. Once a student accumulates ten absences within the school year, a doctor’s note will be required for every absence thereafter to receive an “excused” absence. Under extenuating circumstances, the administration has the authority to suspend these regulations.

In the case of an absence, students must have their make-up work completed in the amount of time equal to the number of days they were absent. For example: A student who misses two days of school will have two days to complete the make-up work.

In the event of a prolonged absence from school (10 days or more) due to a severe illness or injury, please contact the Riley School office as your child may be eligible to receive homebound instruction.

VACATION HOMEWORK

Every effort should be made to avoid family vacations during the school term. However if it is necessary, please inform your child's teacher as early as possible. Students will be required to complete all missed assignments upon their return in a timely manner. They will receive one day for each day absent to complete missed work. Work given prior to vacation is due upon return or will be considered late. The school is not obligated to provide homework prior to the vacation absences.

CODE OF BEHAVIOR

When students are not in their classroom, Riley School operates according to a published Code of Behavior based on where the student is: Lunchroom, hallway, playground, or restroom. The Riley School staff seek to keep the rules simple, uniform, and enforced by all staff. It is easier for our children when they know what behavior is expected in each location.

RILEY PRIDE – **Hallway Rules:** *Walk quietly; Keep hands to yourself; No Loitering; Have a pass.*

RILEY PRIDE – **Lunchroom Rules:** *Stay in seat; No food out of lunchroom (unless it’s returning home in a cold lunch container); Use inside voices; Clean up after yourself; Use good manners.*

RILEY PRIDE – **Recess Rules:** *Play fairly and safely; Ask permission to enter building; Keep shoes on your feet (snow boots needed in snow – grades K-4); Stay in playground boundaries; Keep hands, feet & objects (sand, rocks, snow) to yourself; Use appropriate language; No food or drinks taken outside; Stay out of water; ALL SCHOOL RULES APPLY OUTSIDE.*

RILEY PRIDE – **Bathroom Rules:** *Flush; Wash hands with soap; Get in, get out quickly; Keep bathroom clean; Use bathroom at passing times.*

STUDENT DRESS

Riley students are expected to take pride in how they look. The purpose of school is for students to learn. Students are to use good judgment as they choose their style of dress, avoiding clothing which is inappropriate and may be disruptive and/or distracting to the learning process. Guidelines to follow include, but are not limited to:

1. Dress and/or personal appearance which are deemed to be distracting or revealing will not be permitted. Wearing any of the above examples of inappropriate clothing will result in the student being required to call his/her parent to bring a change of clothing. Alternative clothing will be provided when parents cannot be reached.
2. Students and clothing should be clean.
3. Undergarments are not to be visible.
4. See-through clothing shall not be worn.
5. Halter tops, spaghetti strap tops, and bare midriffs are unacceptable. (General guidelines: Shirts/blouses are acceptable if the bottom of the shirt reaches the top of the belt line of the slacks, jeans, or skirt and cleavage shall not be exposed.)
6. Tank tops must be fitted and have at least a 2" shoulder strap (with no excessive arm pit gaps).
7. Finger-tip length shorts are acceptable, while short shorts are unacceptable.
8. All pants/slacks/shorts must remain above the hips.
9. Caps, hats, head coverings, coats, and sunglasses are not to be worn in the building. These articles should be kept in student lockers.
10. Obscene words, phrases, or drawing on clothing that could be construed as offensive are prohibited.
11. Advertisements for alcohol, tobacco, or drugs on clothing are prohibited.
12. Clothing which has been torn or ripped must still cover the areas of the body that are to be covered as delineated in this Code of Student Dress.
13. No pajamas/**lounge pants** or slippers are to be worn at school, unless it's for a school approved activity.
14. Footwear is to be worn at all times. For reasons of student safety, shoes that have built-in wheels may not be engaged in the "wheelie mode" on the Riley campus.
15. No wallets attached by chain are allowed.

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In addition to the above, the following are not acceptable at school:

1. There will be no bottles, jars, or aerosol spray cans. Also, hair care products, aerosol deodorant sprays, breath spray, shaving cream, cologne/perfume sprays should remain at home.
2. No electronic pagers are allowed at school. Students may bring cell phones however; they must remain turned 'off' and in the student's tote bag or locker during the school day. Cell phones are not to be used during bus transport. First violation of this policy will be dealt with via confiscation of the item and the return of the item will be made only to the student's parent(s)/guardian(s). Students violating this policy for the second time will be required to leave their cell phone in the office during school hours. Students using cell phones on the school buses will be required to turn their phone over to the bus driver on a daily basis after the second offense. The District assumes no liability for lost/damaged cell phones.
***Inappropriate use of cell phones, including but not limited to, "sexting" and possession, or distribution of inappropriate pictures will result in disciplinary action based on School Policy.**
3. Students may use only school-related items to decorate the outside of their hallway lockers.
4. The following personal electronic devices must NOT be evident as being in the student's possession from 8 AM-3 PM: including but not limited to CD and MP3 players, radios, hand held electronic games, and laser pointers. Infractions will be dealt with via confiscation of the item and the return of the

item will be made only to the student's parent(s)/guardian(s). The District assumes no liability for lost/damaged personal electronic devices.

5. The use of electronic devices to video record, take pictures, or text shall not be tolerated during sanctioned school activities, the normal school, or on the bus.
6. No trading cards should be brought to school, i.e. sports or role-playing cards.
7. Students are not allowed to arrive or leave from school (or school functions) driving motorized vehicles, i.e. dirt bikes, quad tracks, snowmobiles, etc.
8. We do not encourage students to ride their bikes to school, because of the safety risks involved. Should parents allow their child to ride their bike to school, upon arrival, bikes are to be placed in the rack at the front of the school. We suggest that all students have bike locks to secure their bicycles. Students should not be riding their bikes on or around school property upon arrival. The school is not responsible for loss, theft, or vandalism to bicycles ridden to school. Bike riders will be held until buses have left the premises to insure the riders' safe departure from school.

STUDENT DISCIPLINE PROCEDURES

In order to preserve a safe and harmonious school environment, a number of "unacceptable behaviors" and their possible consequences are as follows. In most cases of minor infractions and violations, classroom teachers will give verbal reminders and warnings before more serious consequences occur.

A. Unacceptable Student Behavior at Riley:

1. **Defying authority/insubordination/disrespectful behavior.**

<u>NUMBER OF OCCURENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	Detention
2	In-school suspension
3-5	1-4 day suspension
Subsequent	5-10 suspension/expulsion

2. **Verbal abuse (profanity, derogatory language, racial slurs, gestures).**

<u>NUMBER OF OCCURENCES PER QUARTER</u>	<u>CONSEQUENCES</u>
1-2	Detention
3	In-school suspension
4-5	1-4 day suspension
Subsequent	5-10 suspension/expulsion

3. 3.a. **Fighting:**

<u>NUMBER OF OCCURENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	1-2 day suspension
2	2-4 day suspension
3	5-10 day suspension/expulsion

3.b. **"Play" fighting, threats, intimidation, bullying, sexual harassment, vulgar behavior, possession and/or distribution of pornographic material and aggressive behavior.**

<u>NUMBER OF OCCURENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	Detention/1-2 day suspension
2	2-4 day suspension
Subsequent	5-10 day suspension/expulsion

4.	Gang representation of any form. <u>NUMBER OF OCCURENCES PER YEAR</u> 1 2-3 Subsequent	<u>CONSEQUENCES</u> Detention In-school suspension/suspension 2-4 day suspension
5.	Gang activity. <u>NUMBER OF OCCURENCES PER YEAR</u> 1 2 Subsequent	<u>CONSEQUENCES</u> Detention/1-2 day suspension 2-4 day suspension 5-10 days suspension/expulsion
6.	Tardiness, loitering, or being in hallway without a pass. <u>NUMBER OF OCCURENCES PER QUARTER</u> 1-3 Subsequent	<u>CONSEQUENCES</u> Referral Detention
7.	Failure to attend a scheduled academic activity/meeting or behavior consequence (i.e. inside recess for referral, planned teacher meeting, scheduled RtI interventions, etc.). <u>NUMBER OF OCCURENCES PER QUARTER</u> 1-2 3+	<u>CONSEQUENCES</u> Dean referral Detention
8.	Failure to attend a “homework alert” session or detention. <u>NUMBER OF OCCURANCES PER QUARTER</u> 1 2 -3 Subsequent	<u>CONSEQUENCES</u> Additional detention In-school suspension 1-5 day suspension/expulsion
9.	Disruptive behavior. <u>NUMBER OF OCCURENCES PER QUARTER</u> 1-2 3 Subsequent	<u>CONSEQUENCES</u> Referral/detention Detention In-school suspension/suspension
10.	Violation of safety procedures. <u>NUMBER OF OCCURENCES PER QUARTER</u> 1 2-3 Subsequent	<u>CONSEQUENCES</u> Detention Detention/In-school suspension 1-5 day suspension/expulsion
11.	Cheating/forgery/lying/plagiarism. <u>NUMBER OF OCCURENCES PER YEAR</u> 1-2 3 Subsequent	<u>CONSEQUENCES</u> Detention In-school suspension Suspension

12. **Chewing gum on school property.**
NUMBER OF OCCURENCES PER QUARTER CONSEQUENCES
1 Referral
2-3 Detention
Subsequent In-school suspension
13. **Public Display of Affection.** (Hand holding, hugging, kissing, and other forms of inappropriate physical contact.)
NUMBER OF OCCURENCES PER QUARTER CONSEQUENCES
1 Referral
2-3 Detention
Subsequent In-school suspension
14. **Cell phone usage.**
NUMBER OF OCCURANCES PER YEAR CONSEQUENCES
1 Referral
2 + Detention
15. **Theft/vandalism/destruction of personal or School District property.**
NUMBER OF OCCURENCES PER YEAR CONSEQUENCES
1 Detention/1-3 day suspension,
payment for damages
2 1-5 day suspension, payment for
damages, police referral
Subsequent 5-10 day suspension, payment for
damages, police referral
16. **Use of/sale of/possession of tobacco products, drug and alcohol (including look-a-likes).**
NUMBER OF OCCURENCES PER YEAR CONSEQUENCES
1 5 day suspension, police notified
2 10 day suspension/expulsion, and
police notified
17. **Gross misconduct including but not limiting to criminal trespassing/threatening staff members/assault and battery/bomb threat/setting fires.**
A minimum of a 2 to 10 days suspension, possible police referral, or possible expulsion.
Each incident will be evaluated, based on severity and circumstances of offense.
18. **False fire alarm/fire-crackers, etc.**
NUMBER OF OCCURENCES PER YEAR CONSEQUENCES
1 5-10 day suspension, police referral
Subsequent 10 day suspension, police referral,
Expulsion
19. **Firearms, weapons and look-a-like weapons.**
NUMBER OF OCCURENCES PER YEAR CONSEQUENCES
1 5-10 day suspension, police notified,
expulsion
2 1-2 year expulsion

20. **Three referrals within a 15 school day time period will result in a detention.**
21. **Four detentions during a grading period will result in a student serving an in-school suspension for one day.**
22. **If the student accumulates five detentions per grading period, he/she would be assigned to a one day out-of-school suspension.**
23. **A student who receives a Dean Referral or bus notice will be required to stay in for recess as a result of the infraction. If student fails to stay in for recess for the Dean Referral/bus notice they will receive a second referral and then stay in the next two recesses. If a student fails to stay in for the second time, for the same referral, a detention will be issued.**
24. **Detention Requirements detentions may only be served on Tuesdays and Thursdays.** Detentions must be served in the designated area from 3:10-4:10 PM on the date that is written on the Detention Form. Parents are responsible for transportation following the detention. Students are not released from detention until they are signed out by the parent or designated adult. Each student will bring a book to read, as students will not be allowed to work on homework during a behavior detention (not a study hall). Students arriving without a book will be given a book by the detention monitor. If a student does not serve a detention within 5 school days after the date of issue, the student will serve a two-hour Saturday detention. This timeline provides the student two opportunities to serve the detention before a Saturday detention is issued. Example: A detention is written on a Monday and is to be served on Tuesday. If the detention is not served on Tuesday or by Thursday, the student receives the two-hour Saturday detention. Following a detention period, students are expected to leave the school premises. Students will not participate in or attend any additional school activities on the day when they serve a detention. Only one detention may be served per day.

*REMINDER: Homework and/or Behavioral Detentions will result in a one game suspension for student athletes. **The suspended game will be the first game following the infraction(s).**

While this list is comprehensive, it is not meant to be all inclusive. School authorities reserve the right to intervene and discipline any behavior which in their judgment impairs a positive school environment or is inappropriate.

When a suspension is to occur, the conduct of a student shall have been discussed with the parents prior to the suspension and may require that the parent accompany the student during the normal school day. The student will not be permitted to return to class until a parent or guardian accompanies him/her to school for a conference with the principal. Teachers may be required to attend the conference.

- A. In-school suspension daily work.
During an in-school suspension, classroom work will be assigned and completion expected.
- B. Out-of-school suspension daily work.
Daily assignments will receive zeros.
- C. Suspension or Expulsion.

The Board of Education shall adhere to section 10-22.6 of the Illinois School Code and to regulations of the Illinois Office of Education in the suspension and expulsion of a student. Suspensions and expulsions of a student may result following severe behaviors by a student. Actions requiring suspension and expulsion include serious disruptive behavior and fighting, vandalism, use of tobacco and alcohol, possession or use of drugs/paraphernalia, gang related activity, possession of weapons/or look-alikes, and accumulation of detentions. Section 10-22.6 of the Illinois School Code states that the parent/s of a suspended student have the right of review of said suspension with an appointed hearing officer. Requests for review shall be made in writing within five (5) school days of the suspension notice to the office of the Superintendent, Riley Community Consolidated School, District 18, 9406 Riley Rd., Marengo, IL 60152

Search and Seizure

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

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

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

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

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

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

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

Seizure of Property

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

School Board Policy 7:140

BUS DISCIPLINE PROCEDURE

Increased enrollment has our school buses near maximum capacity; therefore bus riders are assigned to seats. Only students who are assigned to a regular school bus route may ride the bus **EXCEPTING** that “**with written parental permission**” **one additional rider may be delivered to an address that is already served on our route.** Our bus services do not have the capacity to deliver student groups and birthday parties for whom other arrangements for transportation need to be made.

Written notice will be sent home with students who do not follow the rules. If the problem continues, further violations will result in their temporary suspension from the bus.

Please sit down with your child and review all of the bus rules below. Please ask your children to observe the District #18 policies and rules regarding transportation:

1. Be at the bus stop 5 minutes before scheduled time. Drivers will not wait for riders.
2. Wait calmly for the bus to arrive. Remain several feet away from the roadway until the bus comes to a complete stop.
3. Form an orderly single file line to board the bus. Refrain from pushing, shoving, or trying to be first.
4. Put musical instruments where the driver directs.
5. Get seated as quickly as possible, facing the front of the bus.
6. Keep the aisles clear at all times.
7. A driver is in complete charge of the bus. Riders must follow the driver's instructions.
8. Remain seated at all times. There must be no standing when the bus is in motion. Do not rise until the bus is at a complete stop.
9. All waste paper is to be put in the waste container as the rider enters or leaves the bus so that buses are kept clean.
10. There is to be no defacing of the seats or the inside or outside of the bus.
11. Eating, drinking, and smoking are not permitted on the bus.
12. Voices must be kept at a conversational level. Yelling, shouting, and whistling are never acceptable bus behavior.
13. Profane language will not be tolerated.
14. There should be complete quiet at railroad crossings.
15. Nothing is to be put or thrown out of bus windows. Heads and hands remain inside the bus at all times.
16. **No cell phones are to be used or visible on school buses.**
17. No knives or guns of any kind are to be taken on the bus. This includes water pistols.
18. No animals are to be taken on the school bus.
19. Riders who must cross the road to get to their homes should wait for the bus driver's signal to cross the road.
20. Riders should go directly to the house. Do not loiter (example: getting the mail).
21. **No student may ride a bus other than their own except with written permission.** The office needs written notice if the student will not be riding his assigned bus. Due to limited available seating, large groups can not be accommodated.
22. All children who are not riding the afternoon bus to their homes are to remain inside the building until buses have left.

23. If parents wish to have their children leave school before buses have left the loading zone, parents are requested to come inside the building to meet their children and accompany them to their car. **Parents are requested to park and pick up children on the circle drive in the front of the building ONLY.**
24. If a bus notice is issued by the driver for inappropriate behavior, at minimum, a student will serve one recess inside. Other discipline consequences may be applied.

SPECIAL SERVICES

SCHOOL STUDENT INSURANCE

Riley Community Consolidated School District 18 has purchased Student Accident Insurance Coverage on your child's behalf.

This Program provides coverage for your child for any injuries incurred while participating in any school-sponsored and/or supervised activity, including athletics.

The program administrators are Zevits, Redfield & Associates, Inc.

Aside from the school sponsored coverage that the District has provided on your student's behalf, the program administrator is also offering 24-hour unlimited Dental Accident coverage and also 24-hour coverage that provides protection during vacations and weekends. Brochures and applications outlining those programs are available in the District Office.

If you have any questions, please call the plan administrator, Zevitz, Redfield & Associates Inc. at (312) 356-7460 or (847) 374-0888.

SPECIAL PARENTAL REQUESTS (PERMISSION NOTES)

Any student staying after school for an activity must have a note signed by a parent. That note must be brought to the school office first thing in the morning or left with the homeroom teacher. **Students may not use the office/school phones to obtain parental permission for personal after school plans. Plans are to be made prior to the start of the school day.**

*****STUDENTS WHO ARE NOT PARTICIPANTS IN AN AFTER SCHOOL ACTIVITY OR SPORT TEAM MAY NOT STAY AFTER SCHOOL. THERE IS NO SUPERVISION AVAILABLE FOR NON-PARTICIPANTS.**

This procedure must also be followed if a student is to get off the school bus at any stop other than the student's home. Please remember, students may not change buses without permission.

BIRTHDAY INVITATIONS

Birthday and party invitations may not to be distributed at school. School family telephone numbers and addresses are available in the Riley School directory.

IMMUNIZATIONS AND PHYSICALS

All kindergarten and sixth grade students must have a physical examination before starting the school year.

All kindergarten, second and sixth grade students will need a dental examination and all kindergarten students require an eye exam from a qualified eye doctor (such as an optometrist or an ophthalmologist).

Immunizations for children and adults will be given by appointment at the McHenry County Department of Health. Call 815-334-4510 if you wish to make an appointment.

SPORTS PHYSICALS

Students participating in after-school sports activities must also have a current sports physical on file in the district office. Students will not be allowed to practice or participate until the physical is on file.

HEARING/VISION SCREENING

The McHenry County Health Department conducts annual hearing and vision screenings at Riley School. Vision and hearing screening will be done, as mandated, for the following children: **Vision** – Preschool, kindergarten, 2nd, 8th, all new students and students receiving special education services. **Hearing** – Preschool, kindergarten, 1st, 2nd, 3rd, all new students and students receiving special education services. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to under this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administrated within the previous 12 months and that evaluation is on file at the school. Vision and hearing screenings are *not* an option. If a vision or hearing examination report is not on file at the school for your child, your child in the mandated age/grade/group will be screened.

RASHES AND INFECTIOUS DISEASES

Any child with an untreated, unidentifiable rash will be sent home after a parent/guardian has been notified and transportation arrangements have been made. A doctor's note or proof of treatment may be required prior to the student's return to school.

COMMUNICABLE INFESTATIONS

Families are responsible for ensuring that their students come to school free from communicable infestations. This includes monitoring and treating their children for lice. Students will be excluded from school who have symptoms of an active lice infection. Parents must pick up their child/ren within a reasonable time period after notification of infestation. Excluded students will not be allowed on the bus or into classes until the hair is appropriately treated and the office determines that they do not pose a significant risk of infecting others. Parents must transport students to school to be checked in the office prior to being readmitted. School staff will comply with lice control guidelines established by the Centers for Disease Control. **IF STUDENTS ARE NOT IN SCHOOL FOR ANY OF THE ABOVE REASONS, THEY WILL NOT BE ALLOWED TO ATTEND AFTER SCHOOL EVENTS.**

MEDICATION

State Law regulates the dispensing of medication to students at school. We are not allowed to dispense any medication to students other than outlined below. This includes non-aspirin tablets. It is permissible for secretaries or principals to dispense medication to students in emergencies when the following conditions have been met:

1. Written permission from the parents or guardian of the pupil requesting that the school district comply with the directions of a current prescription.

2. Medication must be brought to school in a container appropriately labeled with the proper dosage, the name of the student and doctor.
3. Medication must be brought to the office and kept there. Students are responsible for reporting to the office at the proper time to receive their medication.
4. Students taking prescribed, long-term medication must have a doctor's order filed with the school office. A form for the order is available in the school office. If your child is to take medication, please arrange to have the doctor complete the proper instructions.
5. A medication review committee made up of staff and parents meet annually to review policy and procedures.
6. Inhalers may be carried with the student if proper medical forms are filed in the office.

SCHOOL FEES

Reasonable fees may be charged for services and activities that are tangential to the educational program. Fee schedules are reviewed and set by the School Board annually. These schedules are made available with registration documents.

Failure to pay fees to Riley School will result in the student's official report card and diploma being held in the office until fees are paid. Non-payment of fees may result in a student being excluded from school activities and the Riley graduation ceremony

FREE AND REDUCED-PRICE LUNCHES AND TEXTBOOK FEES

Parents who are unable to meet state minimal income standards may file an application with the Riley School office to have lunch and textbook rental fees waived or reduced. Students receiving free and reduced lunch tickets will have their identities kept confidential. When students go to the school office to purchase full or reduced-price lunches, they are issued a numbered ticket good for either a week or 20 days as the case may be. All tickets are identical.

LUNCH TICKETS

Lunches are sold to students via tickets. A five-day ticket may be purchased for \$11.25 or a 20-day ticket for \$45.00. Tickets may be used at any time. Lunches may be charged in an emergency for one day only and charges must be paid the following day. Refunds for unused student lunch tickets will be made in the case of students transferring out of the district during the school term or graduating. The District reserves the right to adjust lunch prices periodically due to inflation.

Students are not allowed to use the kitchen microwave. Parents are asked NOT to send lunches to school that require microwave warming because of kitchen safety concerns.

In order to promote student wellness, in class rooms that have milk and /or snack break, healthy snacks are required. List of acceptable choices will be provided by teachers. In addition, students bringing drinks from home for lunches will be prohibited from bringing energy drinks and carbonated beverages, (i.e. Monster Drinks, Red Bull, Mountain Dew, etc.). Gatorade is an acceptable beverage.

EMERGENCY CLOSING PROCEDURES

There are times when we may have to close school before the end of the regular school day. This usually occurs because of inclement weather in the winter months.

The school district must have a way to notify all parents of the closing. Getting the students home is the responsibility of the school. Seeing that the children are cared for from that point on is the responsibility of the parents.

Whenever possible, parents will be notified through our 'School Reach' system when school is dismissing early. Parents are encouraged to make emergency plans for such occasions and discuss them with their children.

Marengo Area School Closings: www.emergencyclosings.com.

PEST MANAGEMENT

Riley School participates in an integrated Pest Management program with the Anderson Pest Control Company. On the fourth Friday of each month, any pesticides or insecticides that must be applied around the school will be accomplished well before the children arrive at school in the morning. This fourth Friday each month will be a consistent date throughout the school year. In the case of the need for liquid or aerosol application of pesticides, parents will be notified not less than 48 hours before application. Parents or staff who wish to be notified prior to the application of pesticides to grounds or property around Riley School are asked to contact the Riley Office at (815) 568-8637.

AHERA MANAGEMENT PLAN

The Asbestos Hazard Emergency Response Act of 1986 requires each school to have an Inspection Report and Management Plan. Our plan, inspections and reports may be viewed in the District Office upon request during office hours.

PUPIL PERSONNEL SERVICES

Speech and Language

A language and speech evaluation is given when necessary. Referrals are also accepted during the year from parents or other professionals. The following areas are dealt with:

1. Articulation Problems (difficulty in producing sounds).
2. Language (difficulty in understanding language or in orally expressing themselves).
3. Voice (physical difficulties such as nodules on the vocal cords, volume or inappropriate voice quality).
4. Fluency.
5. Hearing (the maintaining of speech skills or teaching speech reading skills).

Social Work Services

School social workers help to identify, to assess and to resolve the social and emotional difficulties of children that interfere with their attendance, adjustment and achievement in school. They help parents to better understand themselves and their children and community. School social workers work with pupils, parents, school personnel, community agency staffs and others to make school a successful and useful experience for all children. Teachers, parents, children themselves and other agencies may refer pupils to the School Social Worker.

School Psychologist

The School Psychologist functions in a multi-faceted roll to provide psychological services to children and to consult with school personnel and parents on issues involving child development and the educational process. The roles and responsibilities include assessment, consultation, counseling, in-service and research. A school

psychologist applies his/her skills in the school setting, and must be well trained in education and the functions, methods and problems of the school. This unique training in both education and psychology helps the child psychologist to understand the child and his environment, thus enabling him/her to work closely at home and school in determining and meeting the needs of the child. The goal of the School Psychologist is to see all children develop to their maximum potential. It is, therefore, important for the School Psychologist to remain an integral part in a system dedicated to giving all children the best possible education considering all facets of growth, development and behavior.

SUDDEN ACCIDENT OR ILLNESS

While at school, many accidents and injuries can be prevented by simply following the proper rules for the activity in progress. However, injuries and/or illness can occur to students or staff during the school day. Students should immediately report injuries or illness to the classroom or supervising teacher who will determine the best course of action. Injured or ill students or staff will be directed to the school office where appropriate first aid will be administered and parents notified if necessary. In the case of serious illness or injury, medical personnel will be summoned regardless if we've been able to reach the parents.

SCHOOL GOVERNANCE

SCHOOL BOARD MEETING HEARINGS

The Riley School Board regularly meets on the third Wednesday of each month at 7:00 P.M. in the school's Learning Center. Parents and the public are invited to attend. The agenda for each meeting allows a limited amount of time for public input, a time for parents or the public to present concerns on educational matters. It is not a time to discuss matters concerning teachers or other school personnel. For this, the grievance procedure outlined below must be followed.

UNIFORM GRIEVANCE PROCEDURE

Students or their parent(s)/guardian(s), employees, or community members should notify the Superintendent if they believe that the School Board, its employees, or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy including:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Claims of sexual harassment under the Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972.

The Complaint Manager will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

1. **Filing a Complaint**

A person (hereinafter Complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The

Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same sex. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student. The Complaint Manager may assist the Complainant in filing a grievance.

2. Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The complaint and identity of the Complainant will not be disclosed except (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. The Complaint Manager shall file a written report of his or her findings with the Superintendent. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the School Board which shall render a decision in accordance with Section 3 of this Policy. The Superintendent will keep the Board informed of all complaints.

3. Decision and Appeal

After receipt of the Complaint Manager's report, the Superintendent shall render a written decision which shall be provided to the Complainant. If the Complainant is not satisfied with the decision, the Complainant may appeal it to the School Board by making a written request to the Complaint Manager. The Complaint Manager shall be responsible for promptly forwarding all materials relative to the complaint and appeal to the School Board. Thereafter, the School Board shall render a written decision which shall be provided to the Complainant. This grievance procedure shall not be construed to create an independent right to a School Board hearing.

RILEY PARENTS' ASSOCIATION

All parents of Riley students are urged to participate in the activities of the Riley Parents' Association. The Association is the support group for the total school program. Meetings are held monthly. Please read the RPA handbook for further information.

STUDENT RECORDS

District #18 keeps records of its students in two files, a Permanent Record file and a Temporary Record file. Records are kept in compliance with the Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act of 1975. Procedures as outlined in the Rules and Regulations to Govern School Student Records are as follows:

Student Records refer to any written or recorded information, maintained by the District, by which a student may be individually identified. Information maintained by a staff member for personal use is not considered a part of the Student Record. The Student Records consist of a Permanent Record and a Temporary Record which are described below.

The Student's Permanent Record

1. Shall consist of:
 - a. Basic identifying information, including students and parents' names and addresses, birth date and place, and gender.
 - b. Academic transcript, including grades, graduation date, and grade level achieved.
 - c. Attendance record.

- d. Accident reports and health records.
- e. Record of release of permanent record information; and,
- 2. May also consist of:
 - a. Honors and awards received; and,
 - b. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.
- 3. No other information shall be placed in the student permanent record.

The Student's Temporary Record

The student's Temporary Record consists of all information not required to be in the Student Permanent Record.

- 1. Shall consist of:
 - a. Scores received on the State assessment tests administered at all required grade levels.
 - b. Information regarding serious infractions that resulted in expulsion, suspension or the imposition of punishment or sanction.
 - c. Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act.
- 2. May also consist of:
 - a. Family background information.
 - b. Intelligence test scores; group and individual.
 - c. Aptitude test scores.
 - d. Reports of psychological evaluations including information on intelligence, personality and academic information obtained through test administration, observation or interviews.
 - e. Elementary and secondary achievement level test results.
 - f. Participation in extracurricular activities including any offices held in school-sponsored clubs or organizations.
 - g. Honors and awards received.
 - h. Teacher and anecdotal records.
 - i. Disciplinary information.
 - j. Special education files including the report of the interdisciplinary staffing on which placement or non-placement was based and all records and tape recordings relating to special education placement hearings and appeals.
 - k. Any verified reports or information from non-educational persons, agencies, or organizations.
 - l. Other verified information of clear relevance to the education of the student; and,
 - m. Record of release of temporary record information.

Inspection of Student's Records

- 1. Parents have the right to inspect, challenge and copy their child's records until one of the following events occurs:
 - a. The student attains 21 years of age or
 - b. The student attains 18 years of age and declares financial independency.
- 2. All students have the right to inspect, copy, and release their permanent records. Students will not have access to their temporary records without parent permission until they attain 22 years of age, graduate or assume financial independence.
- 3. Student records will be made available to parents or eligible students within fifteen (15) school days from the time a written request is received.
- 4. When parents or students inspect the records, a qualified staff member will be present to interpret the information contained in these records.
- 5. Copies of student records will be provided to eligible parents and students upon request.

6. Non-custodial parents have the same rights as custodial parents unless specifically denied by a court order.
7. No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under the School Student Record Act.

RIGHT TO CONTROL ACCESS OF STUDENT RECORDS

District #18 will release student records to an official record's custodian of another school in which the student has enrolled or intends to enroll. The official or student must make a written request to release the records. Parents will receive prior written notice of the nature and substance of the information to be transferred. They may, upon written request, inspect, copy, and challenge such information to be transferred to another school, the records will be forwarded to the requesting school.

ACCESS TO RECORDS WITHOUT PARENTAL CONSENT

1. District 18 staff members who have a current and legitimate interest in the student records will have access to a student's permanent and temporary record.
2. School official will release student records without parent permission pursuant to a valid court order or subpoena presented by local, state, or federal officials. However, school officials will notify parents in writing regarding the judicial order and the information so provided.
3. Student records may be made available to researchers for statistical purposes provided that;
 - a. Permission has been received from the State Superintendent of Education.
 - b. No student or parent will be personally identified from the information released.
4. Information may be released to appropriate persons if such information is necessary to protect the health or safety of the student or other persons.
5. Student records may be released to the Special Education District of McHenry County (SEDOM). This could include psychological, social, and medical information of a highly confidential nature.
6. Records of eighth grade students entering High School District 154 will be sent from School District 18 to the respective high school attendance center. This transfer of records will be completed by July 1, following the completion of grade eight.
7. School "directory information" may be released at the District's discretion unless a parent requests in writing that any or all such information would not be released.

Directory information includes:

- a. Student's name, address, gender, grade level, birth date, birth place, and parents' names and addresses.
- b. Academic awards or honors.
- c. Information in relation to school sponsored activities, organizations, and athletics.
- d. Period of attendance in the school.

CHALLENGE PROCEDURES

1. Parents have the right to challenge the accuracy, relevance or propriety of any entry in their child's records, exclusive of grades.
2. A request to challenge the contents of a student's record must be made in writing to the school's official records custodian and must state in specific terms what entries in the child's records are being challenged.

3. The records custodian will conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.
4. If the challenge is not resolved by the informal conference, formal procedures may be initiated in accordance with Rules and Regulations to Govern School Student Records, Article IX, Sections 9.03 and 9.04.

MAINTENANCE OF SCHOOL RECORDS

1. Student permanent records will be maintained for a period of sixty (60) years after the student has transferred, graduated, or permanently withdrawn from school.
2. Student temporary records will be maintained for three (3) years from the year the student transfers, graduates, or permanently withdraws from school.
3. The records custodian is responsible for maintaining and updating all student records.
4. Upon graduation, transfer, or permanent withdrawal of a student from a school, the school shall notify the parents and the student of the destruction schedule for the student permanent record and the student at any time prior to their destruction.
5. Upon graduation or permanent withdrawal of a handicapped student (as defined in Ill. Rev. Stat. 1975, Ch. 122, Article 14 and the Rules and Regulations to Govern the Administration and Operation of Special Education) psychological evaluations, special education files and other information contained in the student temporary record which may be of continued assistance to the student may after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the right of the parents. The school shall explain to the student and the parent the future usefulness of these records.

EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, or economic and social conditions, or actual or potential marital or parental status.

Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

Sex Equity

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

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

SCHOOL ENROLLMENT/TRANSFERS/WITHDRAWALS

Students, who are transferring out of the school, may do so by having a parent(s)/guardian(s) come to school to provide the necessary information. On the student's last day, a checkout procedure must be followed and all fees must be paid. The student or parent is given a transfer form and a copy of his/her current physical in order to enroll in his/her new school. Records will only be released when the official request for records from the new school of attendance is received.

NON RESIDENT ENROLLMENT

The school board has the right to or not to accept nonresident students on a tuition basis. The school board has a duty to charge nonresident pupils tuition in an amount not to exceed 110 percent of the per capita cost of maintaining the school (s) of the district for the preceding school year. The School Code, 105 ILCS 5/10-20.12a