

STUDENT HANDBOOK



**RILEY COMMUNITY
CONSOLIDATED SCHOOL**

DISTRICT #18

2023-2024

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 2023-2024 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)

Please print student's name(s)

August 10, 2023

Dear Parents/Guardians:

Welcome to the 2023-24 school year! I am very excited to start my first year here at Riley. The School Riley District is known for its “family” feel and I have experienced that first hand since taking the job as Superintendent. Everyone has been welcoming and helpful, making the transition into this position much easier. We have been working hard planning this summer to ensure that our students will have a great school year. Please do not hesitate to contact me if you have any issues or concerns. I look forward to getting to know all of you throughout the school year.

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 through email to parents/guardians
- Consult the Riley Website www.riley18.org
- Teacher Ease
- Download the Riley School App on your smartphone or tablet
- November Parent Teacher Conferences. Attend and Share!
- Facebook “Riley Vikings”.

Sincerely,

Jason Grey
Superintendent

MISSION AND VISION STATEMENTS

MISSION STATEMENT:

Riley Community Consolidated School District #18 strives to provide a quality education with a learning community that is student-centered, challenging, and rigorous. We are committed to affording every student the necessary educational and social skills for the future and will provide, in conjunction with parents and stakeholders, a safe, nurturing learning environment.

VISION STATEMENT:

Students leaving Riley Community Consolidated School District #18 will have developed a sense of responsibility and self-confidence, a commitment to life-long learning, and the ability to work as productive team members in a variety of situations. They will possess productive problem-solving skills that will enable them to rise up and meet the challenges of an ever-changing global community and to pursue higher levels of education.

GENERAL GOAL STATEMENTS:

1. Student Achievement/Curriculum: The District will adopt curriculum to assure that all students will show academic growth as evidenced through State achievement tests and local assessments.
2. Finance: The Board will pass a balanced budget every year in order to retain sufficient reserves to support future needs and avoid deficit spending.
3. Facilities: The Board will adopt a long-term plan to address existing and future facility needs.
4. Technology: The Board will provide the necessary technology needed to support current teaching methods and ensure students develop literacy.
5. Community/District Relations: In order to foster a sense of district ownership by its stakeholders, the District will encourage public participation and comment at board meetings and provide other forums for community engagement.

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FACULTY

SUPERINTENDENT

Jason Grey

PRINCIPAL

Frank Vicari

BUSINESS MANAGER

Karen Schnable

OFFICE MANAGER

Elizabeth Sheahan

ADMINISTRATIVE ASSISTANT

Yvonne Maniates

ATHLETIC DIRECTOR

Frank Vicari

CAFETERIA

Lori King, Cook

Chris Felde, Assist. Cook

LUNCHROOM/RECESS MONITORS

Nora Perez

Suzanne Davis

CUSTODIANS

Larry Greif, Maintenance Engineer

Robert Uden Custodian

TRANSPORTATION DIRECTOR

Karen Schnable

BUS MAINTENANCE

Ernie Grimm

BUS DRIVERS

Geri Doane

Chris Felde

Lori King

Yvonne Maniates

Nora Perez

Julie Bough

TREASURER

Sharon Ettner

TEACHING STAFF

Nicole Adler

Leah Campanelli

Jamie Coates

Rebecca Cosman

Kimberley Fogel

Leticia Gomez

Reesa Gorenstein

Donna Fischer

Tara Knull

Jamiee Hebert

Marcus Hostetler

Richelle Lagerstrom

Carolyn Long

Gretchen Mallegni

Pam McAllister

Chris Moore

Carole Mortimer

Annmarie Pranjic

Kristina Paluch

Michelle Polizzi

Taylor Rogers

Junior High Reading/Seventh Grade Homeroom

Third Grade

Special Education Teacher and Coordinator

Speech Pathologist

Junior High Language Arts/Sixth Grade Homeroom

ESL

School Psychologist

School Social Worker

Physical Therapist

Fourth Grade

General Music, Band & Chorus

K-8 Bilingual Teacher/Eighth Grade Sponsor

Junior High Math/ Eighth Grade Homeroom

Kindergarten

Library Director

Technology Coordinator/Art Teacher

Health/PE

Special Education Teacher

Title I Teacher

Special Education

PE/Computer

Amber Schueler
Jill Hernandez
Nicolle Stratton
Stacy Wessel
Cheryl Wojcik
Andrew Zimmer
Shawna Zont

Fifth Grade
Program Aide NCLB/Special Education
Fifth Grade
Junior High Science/Seventh Grade Homeroom
First Grade
Junior High Social Studies/Eighth Grade Homeroom
Second 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 printing through a Zaner Bloser format. Health and physical education instruction also follows the objectives of the Illinois Learning 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 curriculum is subject to school board review.

Supplementing the core program is a diverse offering for each student. An interschool competitive sports program is available for sixth, seventh, and eighth graders. (Athletics include co-ed soccer, basketball, volleyball, and track & field.) Introductory skills in some sports may be available for sixth graders. Computer instruction is provided through the school's learning center, and in related curricular areas. Throughout the year students enjoy many special events including Winter and Spring Music Programs, Pumpkin Run , Hall of Harvest, Turkey Shoot, and Eighth Grade Graduation to name a few.

TEACHER QUALIFICATIONS

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

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

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings

for, preventable communicable diseases within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade. Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

All students entering kindergarten or the school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All students entering kindergarten, second and sixth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;

4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

All new students must provide an original birth certificate at time of registration and transfer form from previous school.

Children entering kindergarten must be five years old by September 1.

REGISTRATION FEES:

The book fees are as follows: ½ Day Kindergarten: \$50, Kindergarten through fifth grades: \$90, and sixth through eighth grades: \$100. Technology Fee: Kindergarten – 5th: \$15, 6th – 8th: \$28. Lunch prices are \$3.25 and milk prices are \$0.40. Money can be deposited in your child's account through TeacherEase or sent to school with your child. **(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.)**

SUPPLIES

The supplies each child will need are as follows **(Please no backpacks with wheels):**

Music Supplies:

General Music Classes: 1st-5th grade students need a folder (with name displayed on the front), a pencil, and some paper.

Choir (6th-8th grade): Need to bring 2 pencils. Folders will be provided.

Beginning Band (5th Grade): Students need 2 pencils to be kept in their instrument case.

Concert Band (6th-8th Grade): Students need 1/2" black binder with a view and 20 clear sheet protectors (antiglare is preferred). Please no binders bigger than 1". All saxophone and clarinet students should have at least 4 good reeds at all times (can be purchased at school).

Art Department:

(K-5th grade) 1 bottle of liquid glue, 1 box of tissue, 1 container of anti-bacterial wipes (to be left in the art room).

KINDERGARTEN:

1 box of 5 oz. paper cups (Dixie cups), 1 box colored pencils, 1 roll of Select-A-Size paper towels, 1 large box of tissues, Blunt Fiskars scissors, 6 glue sticks, 2 packs of 16 large crayons (not jumbo size), 2 containers disinfecting wipes for cleaning, 3 two-pocket plastic coated folders, 1 inch three-ring binder, 1 wide-ruled notebook (not spiral), 2 boxes of 8 basic colored markers, 1 large school bag/backpack, marked with name (no backpacks on wheels), gym shoes (for PE to keep at school), change of clothes (to keep at school). 1 large box of granola bars/fruit cereal bars or 1 large of cereal (please no sugary cereals).

FIRST GRADE:

Gym shoes that will stay at school, one box of #2 yellow pencils with erasers, thick washable markers, scissors, school glue, 1" three ring binder, (1) package of 25 clear plastic sheet protectors, (1) wideruled spiral notebook, headphones, a package of 4 colored highlighters, a large plastic school box, (3) twopocket folders, (4) erasers, (8) glue sticks, a large box of 200 or more count tissues, crayons, colored pencils, clipboard, antibacterial wipes, hand sanitizer, paper towels, and a backpack (no wheels).

SECOND GRADE:

Gym shoes that will stay at school, box of yellow #2 pencils, earbuds or headphones, colored pencils, crayons, (1) box of tissues, (2) highlighters, (2) two-pocket folders, a standard/metric ruler, two erasers, sharp Fiskar scissors, (2) glue sticks, school glue, thick washable markers, a large plastic school box for supplies, two 70-count wide ruled spiral notebooks, clipboard, LAST NAMES A-M (1) roll paper towels, LAST NAMES N-Z (1) package antibacterial wipes, and a backpack (no wheels). Please mark all items with your child's name or initials.

THIRD GRADE:

Gym shoes that will stay at school, 1 folder (for PE), box of yellow #2 pencils, (1) box of 16 crayons, (4) two-pocket folders, 2 large boxes of 200 or more count tissues, (3) 70-count wide ruled spiral notebooks, a standard/metric bendable ruler, (2) erasers, (3) glue sticks, sharp Fiskar scissors, thick washable markers, (12) count colored pencils, one hi-liter marker, multiplication flashcards, paper towels, (3) antibacterial wet ones, clipboard, headphones or earbuds, and a large supply box.

FOURTH GRADE:

Gym shoes that will stay at school, 1 folder (for PE), #2 pencils, (2) red pens, (5) twopocket folders, (1) 1.5-inch 3 ring binder, blue and black ballpoint pens (2 of each), sharp Fiskar scissors, standard/metric ruler, 24 count crayons, (4) glue sticks, thick washable markers, 12 count colored pencils, (4) EXPO dry erase markers, EXPO eraser, pink eraser, (2) highlighters, (1) box of 200 or more tissues, antibacterial wipes, (1) roll of paper towels, (1) 6 quart plastic storage box for art supplies, clipboard, wired headphones (no bluetooth). Please mark all items with your child's name.

FIFTH GRADE:

PE - Regulation Riley P.E. clothes (Hyperstitch), deodorant (non-aerosol), socks, and gym shoes (that will stay at school), (1) folder, (1) Health folder and (1) Health notebook. CLASS - (3) wide-ruled 70 count spiral notebooks, (1) clear plastic 6 quart container with lid, (1) wide-ruled composition book, (5) 2- pocket folders: (2) red, (1) blue, (2) yellow, (1) green 2-pocket folder with prongs, clipboard, one highlighter, (2) packages of #2 pencils, sharp Fiskars scissors, 24 count crayons, 12 count colored pencils, (4) glue sticks, thick washable markers, (1) black fine tip Flair marker (made by Papermate - can be purchased from the teacher at Open House), (1) package of erasers for pencil ends (eraser caps), calculator, 200-300 sheets of wide ruled paper, 250 count tissues, (1) roll of paper towels, antibacterial wipes, and a dictionary for use at home. (1) large art supply box to hold all art supplies, ear buds and 100-pack of notecards. Please mark all items with your 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 (Hyperstitch), deodorant (non-aerosol), socks, and gym shoes that will stay at school, (1) folder.

General Items for all Classes: 4 dozen #2 pencils, 12 count colored pencils, markers, 2 red pens, 12 blue or black pens, 200 count filler paper, 2 boxes tissues, earbuds or corded headphones, hand pencil sharpeners, disinfecting wipes and paper towels. 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.

Junior High Science:

100-sheet Composition Notebook (not spiral), folder, glue sticks, and scissors.

Junior High Social Studies:

Folder, colored pencils, 2-100 packs lined index cards (7th grade only), notebook, highlighters, and one fine-tip permanent marker.

Junior High Math:

One 70 plus page notebook, folder. Calculator: Please purchase one for personal use (TI-30 scientific calculator), 50 count graph paper.

Junior High Reading:

One 1-subject notebook, and folder.

Junior High Language Arts:

5-Pocket accordion folder, 4 pack highlighters, one 3 subject notebook.

Eighth Grade Algebra:

Notebook, scientific calculator (TI 30 is fine).

Junior High Health:

2 subject notebook for journal entries and notes, and folder.

Junior High Art:

1 bottle of liquid glue, 1 pair scissors, 1 box of tissue, 1 container of anti-bacterial wipes (to be left in the art room)

Updated 8/2023

SPECIAL PROGRAMS

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 1-5. 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.

ENGLISH LEARNERS

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact the school principal at 815-568-8637.

DRUG AWARENESS PROGRAM

Students in grades K-8 receive in-class awareness instruction as well as occasional school assembly programs on a variety of topics.

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.

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction

on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this section prohibits instruction in sanitation, hygiene or traditional courses in biology.¹

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

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 a 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 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 gray Riley Viking's shirt with a place for your child's name which are available at Hyperstitch in Marengo. Mark student's last name on the outside of the lower right leg of shorts. Student's name should be written across the middle of the shirt.
2. Gym shoes: No platform gym shoes. Gym shoes must fit snug enough to stay on a student's feet when running and kicking.
3. Deodorant: In an unbreakable non-aerosol container.
4. 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.
5. 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.
6. The school furnishes a locked locker.
7. 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.
9. An extra work project will be given to students if they are absent or injured.

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. The District will allow students to miss one day of PE with a parent note while awaiting a doctor's note. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

ACADEMIC PROGRESS

Remote Learning:

Remote Learning will not be provided if a student is out for an illness. Time will be allowed for students to make-up work according to a timeline agreed upon by the teachers.

Report cards

Issued every nine weeks. The end of each grading period is Oct. 20, Jan. 22, Mar. 15, and May 24.

School Visitation Rights:

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school

functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

Progress Reports

Students in grades 5-8 are issued midway in each 9-week grading period. All students 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

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. 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 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 detentions 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 afterschool activities/sporting events. 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

High honor roll and honor roll are published every nine weeks. Major subjects, including P.E., count as one unit. Art, music, and band count as 1/2 unit. High honor roll average must be 3.5 and 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 eighth grade term paper will affect a student's honor roll

status. Students meeting honor roll in all of the first three quarters will be rewarded with participation in the Honor Roll Luncheon.

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 – suspension for the 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.

STUDENT ATHLETE AND CONCUSSION POLICY

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition. This information will be covered by coaches at parent's sports meetings and within the Athletic Handbook.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

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. Decisions 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 using the following performance level descriptors:
Performance Level Descriptors

Level 4: Student demonstrates in-depth understanding

Level 3: Student demonstrates understanding

Level 2: Student is beginning to demonstrate understanding

Level 1: Student does not yet demonstrate understanding

NE: Not evaluated at this time

M: Meets expectations

I: Improvement needed

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.

GRADE LEVEL EXIT CRITERIA

KINDERGARTEN

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

Students will be able to:	
READING (must pass 3 out of 4)	
90%	Tell the characters, setting, and what happens in a story.
90%	Recognize and name uppercase and lowercase letters.
90%	Make the most common sound for each consonant and each vowel.
90%	Read common sight words.
LANGUAGE ARTS (must pass 2 out of 3)	
90%	Print uppercase and lowercase letters.
90%	Use what he knows about phonics to write words.
90%	Use drawings, dictation, and writing to share information.
MATHEMATICS (must pass 7 out of 8)	
90%	Write numbers from 0 to 20.
90%	Write a number for a group of 0 to 20 objects.
90%	Put numbers in order.
90%	Count out a number of objects between 1 and 20.
90%	Compare two written numbers between 1 and 10.
90%	Solve addition and subtraction problems within 10.
90%	Place objects into categories.
90%	Name shapes.

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.

FIRST GRADE

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

Students will be able to:	
READING (must pass 4 out of 5)	
90%	Tell the characters, setting, and what happens in a story.
90%	Read and understand first grade fiction/nonfiction.
90%	Tell about different sounds in a word.
90%	Read first grade words.
90%	Read fluently.
LANGUAGE ARTS/WRITING (must pass 4 out of 5)	
100%	Print uppercase and lowercase letters.
90%	Make telling and asking sentences.
90%	Punctuate sentences.
80%	Spell first grade words.
90%	Tell the meaning of unknown and multiple-meaning first grade words.
MATHEMATICS (must pass 7 out of 9)	
90%	Use strategies to solve addition and subtraction word problems.
90%	Add and subtract facts within 20.
90%	Count to 120.
90%	Tell how many tens and ones are in a number.
90%	Understand and use mathematical symbols correctly.
90%	Tell the length of an object using nonstandard measure.
90%	Tell and write time in hours and half-hours using a clock.
90%	Understand and organize data.
90%	Divide shapes into parts.

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 will be able to:	
READING (must pass 3 out of 4)	
90%	Find the main idea and support it with detail in a story, paragraph, or article.
90%	Find and understand the beginning, middle, and end of a story.
90%	Summarize and tell about the characters, setting, and plot after reading fictional stories.
90%	Read accurately and with expression.
LANGUAGE ARTS/WRITING (must pass 5 out of 6)	
90%	Read and spell second grade words.
90%	Tell the difference between long and short vowels.
90%	Complete second grade sentences.
90%	Properly use capitalization and punctuation when writing.
90%	Write to persuade, teach, and tell a story.
90%	Revise, edit, and publish my writing.
MATHEMATICS (must pass 7 out of 10)	
90%	Use strategies to solve and explain two and three digit addition and subtraction problems.
90%	Know addition and subtraction facts up to 20.
90%	Understand and use hundreds, tens, and ones.
90%	Count to 1,000 using 1's, 5's, 10's, and 100's.
90%	Compare and estimate the length of an object using different units of measurement.
90%	Make a number line.
90%	Tell time to five minutes.
90%	Count and solve problems using dollar bills, quarters, dimes, nickels, and pennies.
90%	Make graphs and tables to organize and understand data.
90%	Use fractions to describe equal parts of a shape.

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 will be able to:	
READING (must pass 5 out of 6)	
90%	Read and understand third grade fiction/nonfiction.
90%	Figure out the lessons or morals of the stories.
90%	Understand the difference between literal and non-literal language.
90%	Read and comprehend informational text (ex. science and technical text).
90%	Know and apply grade level phonics and word analysis skills in decoding words.
90%	Read with sufficient accuracy and fluency to support comprehension.
LANGUAGE ARTS/WRITING (must pass 3 out of 4)	
90%	Write to share an opinion, tell a story, inform and explain ideas.
90%	Plan, edit, and revise writing with the help of peers and adults.
90%	Organize short research projects.
90%	Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling.
MATHEMATICS (must pass 6 out of 7)	
90%	Represent and solve problems involving multiplication and division.
90%	Understand properties of multiplication.
90%	Use place value understanding to perform multi-digit arithmetic.
90%	Develop understanding of fractions as numbers.
90%	Represent and interpret data.
90%	Solve problems involving measurement and estimation.
90%	Reason with shapes and their attributes.

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 SUBJECT AREAS TO BE PROMOTED.

Students will be able to:	
READING	
READ AND UNDERSTAND FOURTH GRADE FICTION (must pass 8 out of 10)	
70%	Explain a story by referring to details and examples in the text.
70%	Make conclusions about an author's meaning by thinking about the details and examples in the text (drawing conclusions).
70%	Figure out the theme of a piece of fiction by thinking about the details in the text.
70%	Summarize a piece of fiction in their own words.
70%	Use specific details in a story to help describe a character, setting or event in the story.
70%	Figure out the meaning of words and phrases an author uses.
70%	Write and talk about the differences between poems, plays and fictional stories.
70%	Refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction.
70%	Compare and contrast different stories by thinking about the different points of view.
70%	Tell the difference between first and third person narrators.
READ AND UNDERSTAND FOURTH GRADE NONFICTION (must pass 7 out of 9)	
70%	Explain what a piece of nonfiction teaches me by referring to details and examples in the text.
70%	Figure out the main idea in nonfiction by thinking about the details in the text.
70%	Summarize a piece of nonfiction in words.
70%	Explain why and how events, procedures, ideas or concepts in historical, scientific or technical texts happened by using the information presented.
70%	Understand the meanings of words and phrases in fourth grade science and social studies texts.
70%	Describe how various forms of nonfiction are structured (e.g., time order, comparison, cause & effect or problem & solution).
70%	Interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction.
70%	Explain how an author uses reasons and evidence to support particular points in a text.
70%	Use information from two different texts on the same topic to help write or speak knowledgeably about the topic.
ANALYZE WORDS AND USE PHONICS TO HELP ME READ FOURTH GRADE WORDS (must pass 2 out of 2)	
70%	Read and understand root words that also have prefixes or suffixes.
70%	Read unfamiliar words that have more than one syllable.
READ WITH FLUENCY AND ACCURACY IT TAKES TO UNDERSTAND FOURTH GRADE TEXTS (must pass 1 out of 1)	
70%	Use context to check understanding of fourth grade text, and reread if necessary.
LANGUAGE ARTS	

USE WHAT THEY KNOW ABOUT GRAMMAR WHEN WRITING OR SPEAKING (must pass 7 out of 9)	
70%	Use relative pronouns (who, whose, whom, which) relative adverbs (where, when, why) when speaking or writing.
70%	Use auxiliary words to show different conditions (e.g., can, may, must).
70%	Correctly order adjectives within sentences according to conventional standard English.
70%	Write complete sentences.
70%	Recognize inappropriate sentence fragments and run on sentences.
70%	Correctly use capitalization in all writing.
70%	Use commas and quotation marks appropriately in dialogue.
70%	Correctly use a comma and conjunction when connecting two simple sentences.
70%	Use appropriate references to help spell fourth grade words.
USE KNOWLEDGE ABOUT LANGUAGE IN DIFFERENT SITUATIONS (must pass 2 out of 3)	
70%	Choose interesting words and phrases to help others understand ideas better.
70%	Choose various punctuation to help convey different moods.
70%	Figure out when to use formal speech and when to use informal speech.
FIGURE OUT WHAT WORDS MEAN AND USE THEM IN DIFFERENT SITUATIONS (must pass 4 out of 5)	
70%	Determine the meanings of unknown multiple-meaning words by using context clues.
70%	Use print and computer dictionaries to help find the pronunciations and clarify meanings of new words or phrases.
70%	Understand figurative language, word relationships and small shades of differences in word meanings.
70%	Explain the meaning of simple similes and metaphors and context.
70%	Understand words by relating them to their antonyms and synonyms.
WRITING	
WRITE DIFFERENT TYPES OF WRITING (must pass 3 out of 3)	
70%	Use point of view with reasons to share opinions.
70%	Clearly write to inform and explain ideas.
70%	Write stories using a clear sequence of events and descriptive details.
MAKE WRITING PIECES BETTER (must pass 3 out of 5)	
70%	Produce clear, developed and organized writing.
70%	Write for different purposes, audiences and topics.
70%	Plan, revise and edit writing with the help of peers and adults.
70%	Use technology to create pieces of writing and interact and share ideas with others.
70%	Use appropriate keyboarding skills to type one page of writing at a time, in a single sitting.
USE RESEARCH TO HELP WRITING (must pass 3 out of 5)	
70%	Conduct short research projects to help learn about topics.
70%	Research and use what is experienced to gather information.
70%	Take notes to organize the research in the writing.
70%	Provide a list of sources used in gathering information.
70%	Gather evidence from all information to support writing.

SPEAKING AND LISTENING (must pass 6 out of 8)	
70%	Effectively participate in different types of discussions and with different people.
70%	Build on others' ideas and express my own ideas clearly.
70%	Come to discussions prepared to participate.
70%	Use preparation to explore new ideas about a topic during a discussion.
70%	Follow agreed-upon rules for discussion and carry out assigned role.
70%	Ask and answer questions to help understand discussions, stay on topic and contribute to others' ideas and remarks.
70%	Report on a topic or tell a story with correct and appropriate facts and details to support the main idea.
70%	Speak clearly and at an understandable pace.
MATHEMATICS	
USE THE FOUR OPERATIONS TO HELP UNDERSTAND MATH (must pass 7 out of 9)	
70%	Understand that multiplication fact problems can be seen as comparison of groups.
70%	Multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.
70%	Solve multi-step word problems involving whole numbers.
70%	Represent word problems by using equations with a letter standing for the unknown number.
70%	Determine how reasonable an answer to a word problem is by using estimation, mental math and rounding.
70%	Find all factor pairs for a number 1 to 100.
70%	Determine whether a given whole number up to 100 is a prime or composite number.
70%	Create a number or shape pattern that follows a given rule.
70%	Notice different features of a pattern once it is created by a rule.
USE NUMBER SENSE AND PLACE VALUE TO HELP UNDERSTAND MATH (must pass 6 out of 8)	
70%	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
70%	Read and write larger whole numbers using numerals, words and in expanded form.
70%	Compare two large numbers using symbols to show the comparison.
70%	Round large whole numbers to any place.
70%	Add and subtract large numbers.
70%	Multiply a whole number up to four digits by a one-digit whole number.
70%	Multiply two two-digits numbers.
70%	Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors.
USE FRACTIONS TO HELP UNDERSTAND MATH (must pass 8 out of 10)	
70%	Compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half.
70%	Compare fractions using symbols and justify the comparison by using models.
70%	Understand that improper fractions have a greater numerator than denominator.
70%	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

70%	Add and subtract mixed numbers with like denominators.
70%	Solve word problems involving addition and subtraction of fractions with like denominators.
70%	Multiply a fraction by a whole number.
70%	Solve a word problem involving multiplication of a fraction by a whole number.
70%	Use decimals to show fractions with denominators of 10 and 100.
70%	Compare two decimals to hundredths by reasoning about their size.
MEASUREMENT AND DATA TO HELP UNDERSTAND MATH (must pass 7 out of 9)	
70%	Show knowledge of the relative size of measurement units within a single system.
70%	Show the measurements of a larger unit in terms of smaller units and record these in a table.
70%	Use the four operations to solve word problems involving measurement; including fractions and decimals.
70%	Use knowledge of area and perimeter to solve real-world problems involving rectangles.
70%	Make a line plot to show measurements involving fractions.
70%	Solve problems involving addition and subtraction of fractions by using information presented in line plots.
70%	Recognize angles as geometric shapes where two rays share a common endpoint.
70%	Understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays.
70%	Use a protractor to measure angles in whole-number degrees.
USE GEOMETRY TO HELP UNDERSTAND MATH (must pass 3 out of 4)	
70%	Identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines.
70%	Classify two-dimensional shapes based on what I know about their geometrical attributes.
70%	Recognize and identify right angles.
70%	Recognize and draw lines of symmetry.

These 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 SUBJECT AREAS TO BE PROMOTED

Students should be able to:

READING

READ AND UNDERSTAND FIFTH GRADE FICTION (must pass 5 out of 7)

70%	Accurately quote from a text.
70%	Draw inferences when reading.
70%	Find the theme in a story.
70%	Tell how characters respond to problems.
70%	Compare and contrast characters, setting, or event.
70%	Understand figurative language, similes, and metaphors.
70%	Know how a narrator's or speaker's point of view can influence a story.

READ AND UNDERSTAND FIFTH GRADE NONFICTION (must pass 5 out of 7)

70%	Find the main idea and its supporting details.
70%	Summarize what I read.
70%	Tell you how people, events, ideas or concepts are related.
70%	Understand science and social studies vocabulary.
70%	Compare and contrast two texts that tell about the same event or topic.
70%	Use texts to locate an answer and solve a problem.
70%	Explain how authors support an idea.

LANGUAGE ARTS/WRITING GOALS

USE PROPER ENGLISH WHEN SPEAKING AND WRITING (must pass 5 out of 7)

70%	Explain the use of conjunctions, prepositions, and interjections.
70%	Form and use the perfect verb tenses.
70%	Fix verb tenses that are used incorrectly.
70%	Use either/or and neither/nor correctly.
70%	Use underlining, quotation marks, or italics to indicate titles of text.
70%	Expand, combine and reduce sentences to make them more interesting.
70%	Spell fifth grade words correctly.

FIGURE OUT WHAT WORDS MEAN AND USE THEM IN DIFFERENT SITUATIONS (must pass 4 out of 6)

70%	Use context clues to help me understand new words.
70%	Use affixes and roots to help me learn new words.
70%	Use root words to help me learn new words.
70%	Use dictionaries, glossaries, thesauruses to help understand and pronounce words.
70%	Interpret figurative language.
70%	Use the relationship of synonyms, antonyms, and homographs to help me understand each word.

MAKE WRITING BETTER (must pass 7 out of 9)

70%	Write to persuade, teach, or tell a story.
70%	Write clearly.

70%	Write for different purposes, audiences, and topics.
70%	Edit and revise my writing with peers and teachers.
70%	With the support of adults, can use technology to produce and publish writing.
70%	Use research to help my writing.
70%	Conduct short research projects.
70%	Research and use what I have experienced to gather information.
70%	Use stories and nonfiction to research.
SPEAKING AND LISTENING GOALS (must pass 6 out of 8)	
70%	Understand and talk about what is heard.
70%	Engage effectively in discussions.
70%	Come to discussions prepared to share ideas.
70%	Pose and respond to questions in a discussion.
70%	Review key ideas and draw conclusions after a discussion.
70%	Summarize what is read, seen and heard.
70%	Give a report in a logical sequence.
70%	Speak clearly and at a good pace.
MATHEMATICS	
USE ALGEBRA TO HELP UNDERSTAND MATH (must pass 2 out of 3)	
70%	Write expressions heard using mathematical symbols and the order of operations.
70%	Use numerical rules and patterns to form ordered pairs and graph the ordered pairs.
70%	Use repeated addition to help me understand multiplication.
USE PLACE VALUE AND OPERATIONS TO HELP UNDERSTAND MATH (must pass 5 out of 7)	
70%	Understand the value of each digit.
70%	Explain patterns when multiplying a number by the powers of 10.
70%	Read, write, and compare decimals to the thousandths.
70%	Use place value understanding to round decimals to any place.
70%	Multiply multi-digit whole numbers.
70%	Divide four-digit dividends by two-digit divisors.
70%	Add, subtract, multiply, and divide decimals to the hundredths.
USE FRACTIONS TO HELP UNDERSTAND MATH (must pass 4 out of 6)	
70%	Add and subtract fractions with unlike denominators and mixed numbers.
70%	Solve word problems that involve fractions and mixed numbers.
70%	Understand that fractions are really the division of a numerator by the denominator.
70%	Multiply a fraction or a whole number by a fraction.
70%	Solve real-world problems by multiplying fractions and mixed numbers.
70%	Divide fractions by whole numbers and whole numbers by fractions.
USE MEASUREMENT AND DATA TO HELP UNDERSTAND MATH (must pass 3 out of 4)	
70%	Make a line plot to display data sets of measurements in fractions.
70%	Convert measurements within the same measuring system.
70%	Understand volume and how to measure it by counting unit cubes.

70%	Find the volume of an object using the formula $V=l \times w \times h$.
USE GEOMETRY TO HELP UNDERSTAND MATH (must pass 2 out of 2)	
70%	Understand how to graph and interpret ordered pairs on a coordinate plane.
70%	Classify shapes into categories and based on their properties.

These standards represent the minimal requirements for promotion to sixth 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.

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. 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.

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

MATH

RATIOS/PROPORTIONAL RELATIONSHIPS

Understand ratio concepts and use ratio reasoning to solve problems.

Use ratio and rate reasoning to solve real world and mathematical problems.

Solve percent problems, including finding a percent of a quantity as a rate per 100 and finding the whole, given the part and the percent.

NUMBER SYSTEM

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Find the greatest common factor and least common multiple of two whole numbers.

Fluently add, subtract, multiply, and divide multi-digit decimals.

Calculate integers using the four basic operations.

Understand ordering and absolute value of rational numbers.

Use integers to represent real-world situations.

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.

EXPRESSIONS/EQUATIONS

Apply and extend previous understandings of arithmetic to algebraic expressions.

Write and evaluate numerical expressions involving exponents.

Write, read, and evaluate expressions in which variables stand for numbers.

Apply the properties of operations to generate equivalent expressions.

Write and solve one-variable equations and inequalities when solving real-world or mathematical problems.

GEOMETRY

Find the area of triangles, special quadrilaterals, and composite solids.

Find the volume of rectangular and triangular prisms.

Represent three dimensional figures using nets made up of rectangles and triangles.

Use nets to find the surface area of rectangular/triangular prisms, and pyramids.

Apply the finding of area, volume and surface area to real-world problems.

STATISTICS/PROBABILITY

Find and interpret measures of center (mean, median, and mode).

Find and interpret measures of variation (Quartiles, inter-quartile range, and range).

Summarize and describe distributions by displaying numerical data in plots on a number line, dot plots, histograms, and box plots.

READING

Identify and cite textual evidence to support analysis of text; use textual evidence to make inferences.

Determine a theme or central idea of a text; create an objective summary of text.

Describe how plot unfolds in episodes and track how characters change as plot unfolds.

Determine the meaning of words within context including figurative and connotative meanings; analyze the impact of word choice on meaning and tone.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to development of theme, setting, or plot.

Explain how an author develops the points of view of characters in a text.

Compare and contrast the reading of a text with the experience of listening/viewing an audio, video, or live version.

Compare and contrast texts in different forms and/or genres.

Identify the argument/claims and supporting evidence in a piece of informational text.

Compare and contrast informational genres such as memoir and biography.

Read and comprehend varying forms of literature and informational text with the appropriate text complexity for students in grades 6-8 (with appropriate scaffolding).

*These criteria are based on the new Illinois Learning Standards for English Language Arts.

**More information on how text complexity is determined and grade appropriate examples can be found in Appendix A of the English Language Arts Common Core Standards.

LANGUAGE ARTS

WRITING

Write arguments to support claims with clear reasons and relevant evidence.

Write informative/explanatory texts to examine a topic and express ideas, concepts, and information through the selection, organization, and analysis of related content.

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Produce clear and coherent writing with appropriate development, organization, and style appropriate to the task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate skills to type works of varying lengths.

Conduct short research projects to answer a question, drawing on several sources and refocusing the question when appropriate.

Gather relevant information from multiple print and digital sources; assess the credibility of each source. Quote or paraphrase the data and conclusions of experts while avoiding plagiarism and providing basic bibliographic information for sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing their own clearly.

Interpret information presented in different media and formats and explain how it contributes to a topic, text, or issue of study.

Interpret a speaker's argument and specific claims, distinguishing claims that are supported by reasons and facts from claims that are not.

Present information orally, with focus on sequencing ideas logically and using related descriptions, facts, and details to highlight main ideas or themes. Do so using appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Demonstrate command of formal as well as casual English in speaking situations, when indicated or appropriate.

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing from a range of strategies.

Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. Learn and use accurately grade-appropriate general academic and subject-specific words and phrases. Consider vocabulary knowledge when choosing a word or phrase important to comprehension or expression.

SCIENCE

Work cooperatively to design, carry out and document controlled experiments.

Follow multi step procedures when carrying out experiments, taking measurements with lab equipment, or performing technical tasks.

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.

Correctly use metric units.

Analyze and interpret information provided in data tables, graphs and charts.

Demonstrate the ability to work safely and responsibly in a lab setting.

Use technology, including the internet to develop presentations for short research projects.

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.

Use precise language and domain-specific vocabulary to inform about and explain the following topics: rocks and minerals, plate tectonics, earthquakes, volcanoes, energy resources, astronomy, freshwater resources, oceans and weather.

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

Engage in daily exercise.

Display proper conduct and sportsmanship.

Develop skills necessary to participate in a wide variety of group and individual activities.

Demonstrate knowledge of rules and techniques of team and individual activities.

Demonstrate safe and appropriate use of equipment and execute safe body and management skills during physical activity.

Perform fitness testing based on health related components of fitness.

Identify reasons for being fit.

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. 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. 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

RATIOS/PROPORTIONAL RELATIONSHIPS

Compute unit rates associated with ratios of fractions.

Convert units of measure between derived units to solve problems.

Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Decide whether two quantities are proportional.

Use proportional relationships to solve multistep ratio and percent problems (simple interest, markups, and markdowns).

NUMBER SYSTEM

Read and write integers.

Calculate the four operations with positive and negative rational numbers.

Solve real-world and mathematical problems involving the four operations with positive and negative rational numbers.

EXPRESSIONS/EQUATIONS

Evaluate and simplify algebraic expressions.

Identify and use mathematical properties to simplify and factor expressions.

Apply Distributive Property to rewrite algebraic expressions.

Add and subtract linear expressions.

Solve one/two-step equations and inequalities using positive and negative rational numbers.

Use variables to represent quantities in real-world or mathematical problems.

Construct simple equations and inequalities to solve problems by reasoning about the quantities.

GEOMETRY

Solve problems involving scale drawings.

Draw, construct, and describe geometrical figures and describe the relationship between them.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

STATISTICS/PROBABILITY

Use random sampling to draw inferences about a population.

Draw informal comparative inferences about two populations.

Find and interpret the probability of a simple event.

Find probabilities of compound events.

---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

This program includes independent study and responsibility. At the end of the First Quarter, students not maintaining a "B-" average will be moved back into the regular 8th grade math program. Removal will happen only at the quarters end and only by teacher recommendation to administration. Algebra will then be retaken their freshman year. After the First Quarter, students will remain in the Algebra program for the remainder of the year regardless of grade. If they have not maintained a "B-" average throughout the year, it will be the High School's decision as to whether they count this class and allow students to take Unified Geometry at the High School their Freshman Year.

READING

Identify and cite several pieces of textual evidence to support analysis of text and to support inferences.

Analyze the development of a theme or central idea over the course of a text; provide an objective summary of the text.

Analyze how plot elements interact with one another (e.g., how setting shapes the characters).

Determine the meaning of words within context including figurative and connotative meanings; analyze the impact of rhyming and other repetitions of sounds (e.g., alliteration) in varying genres of text.

Identify text structures and discuss how they contribute to the overall meaning of a text.

Analyze how an author develops and contrasts the points of view of characters in a text.

Compare and contrast written text to its audio/video/live version with a focus on the techniques of the particular medium (e.g., lighting, camera angles, etc.).

Compare fictional portrayals of a time and/or place with historical accounts as a means of understanding how authors use and/or alter history.

Evaluate the argument and claims in a nonfiction text; assess the relevancy of the evidence and whether or not the reasoning is sound.

Analyze how authors writing about the same subject shape their presentations by focusing on different evidence or a different interpretation of facts.

Read and comprehend varying forms of literature and informational text with the appropriate text complexity for students in grades 6-8 (with appropriate scaffolding).

-These criteria are based on the new Illinois Learning Standards for English Language Arts.

--More information on how text complexity is determined and grade appropriate examples can be found in Appendix A of the English Language Arts Common Core Standards.

LANGUAGE ARTS

WRITING

Write arguments to support claims with clear reasons and relevant evidence.

Write informative/explanatory texts to examine a topic and express ideas, concepts, and information through the selection, organization, and analysis of related content.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Produce clear and coherent writing with appropriate development, organization, and style appropriate to the task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing as well as demonstrate ability to link to and cite sources.

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Gather relevant information from multiple print and digital sources, using search terms correctly. Assess the credibility of each source. Quote or paraphrase the data and conclusions of experts while avoiding plagiarism and providing basic bibliographic information for sources and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing their own clearly.

Analyze information presented in different media and formats and explain how it contributes to a topic, text, or issue of study.

Interpret a speaker's argument and specific claims, evaluating the accuracy of the reasoning and relevance and determine if evidence is sufficient.

Present information orally, with focus on sequencing ideas logically and using related descriptions, facts, and details to highlight main ideas or themes. Do so using appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound and visual displays) in presentations to clarify information.

Demonstrate command of formal as well as casual English in speaking situations, when indicated or appropriate.

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing from a range of strategies.

SCIENCE

Work cooperatively to design, carry out and document controlled experiments.

Follow multi step procedures when carrying out experiments, taking measurements with lab equipment, or performing technical tasks.

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.

Correctly use metric units.

Analyze and interpret information provided in data tables, graphs and charts.

Demonstrate the ability to work safely and responsibly in a lab setting.

Use technology, including the internet to develop presentations for short research projects.

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.

Successfully complete a science fair project by independently researching, designing, carrying out and presenting the finding for a controlled experiment.

Use precise language and domain-specific vocabulary to inform about and explain the following topics: living things, cell processes and energy, genetics, matter, basic chemistry, motion, forces, work and energy.

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

Engage in daily exercise.

Display good sportsmanship, teamwork, and responsibility.

Develop and demonstrate skills necessary to participate in a wide variety of group and individual activities.

Demonstrate knowledge of rules and techniques of team and individual activities.

Demonstrate safe and appropriate use of equipment and execute safe body and management skills during physical activity.
Perform fitness testing based on health related components of fitness.
Identify components of fitness and how they relate to activities in which they engage.
Recognize and identify vocabulary and concepts associated with physical fitness.
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 Language Arts.
--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 may 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. This includes 8th grade research project.
--A failing grade of a 'U' eliminates any student from the trip.
--Students must maintain proper behavior for the time determined by the Springfield Trip Behavior Contract.

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

MATH

NUMBER SYSTEM

Know that numbers that are not rational are called irrational.

Use rational approximations of irrational numbers to compare the size of irrational numbers.

Write rational numbers as decimals and decimals as fractions.

EXPRESSIONS/EQUATIONS

Know and apply the properties of integer exponents (Law of Exponents) to generate equivalent numerical expressions.

Use square root and cube root symbols to represent solutions to equations.

Use scientific notation to write small and large numbers.

Calculate with numbers written in scientific notation.

Analyze and solve linear equations.

Analyze and solve linear equations and pairs of simultaneous linear equations.

Understand the connections between proportional relationships, lines, and linear equations.

FUNCTIONS

Define, evaluate, and compare functions.

Interpret the equation $y = mx + b$ as a defining linear function.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions.)

GEOMETRY

Understand congruence and similarity using physical models, transparencies, or geometry software.

Describe the effect of dilations, translations, rotations, and reflections on 2-dimensional figures using coordinates.

Understand and apply the Pythagorean Theorem.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

STATISTICS/PROBABILITY

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.

Describe patterns such as clustering, outliers, positive/negative associations, linear/nonlinear association.

Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.

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 and placed back into the regular 8th grade math classroom if they do not meet the required grade average in any quarter. Removal will happen only at a quarter's end and only by teacher recommendation to administration. Students not meeting the grade requirement will be required to take Algebra I at the high school level.

READING

Cite textual evidence that most strongly supports an analysis of text and inferences.

Analyze development of theme and central idea with a focus on the relationship with characters, setting, and plot; provide an objective summary of text.

Analyze how specific lines of dialogue or incidents in a text propel the action, reveal aspects of a character, or provoke a decision.

Determine the meaning of words within context including figurative and connotative meanings; analyze the impact of analogies or allusions to other texts.

Compare and contrast text structures of two or more texts with a focus on how the differing structures contribute to meaning and style.

Analyze how differences in points of view of the characters and audience create suspense or humor

Determine the extent to which a filmed or live version of a story stays faithful to the original; evaluate the choices made by the director or actors.

Recognize that modern works of fiction draw on themes, patterns of events, or character types from myths, traditional stories, or religious works.

Evaluate the argument and claims in a nonfiction text; recognize when irrelevant information is introduced

Identify where texts disagree on matters of fact or interpretation when presented with conflicting information on the same topic.

Read and comprehend varying forms of literature and informational text at the high end of text complexity for students in grades 6-8.

*These criteria are based on the new Illinois Learning Standards for English Language Arts

**More information on how text complexity is determined and grade appropriate examples can be found in Appendix A of the English Language Arts Common Core Standards

LANGUAGE ARTS

WRITING

Write arguments to support claims with clear reasons and relevant evidence.

Write informative/explanatory texts to examine a topic and express ideas, concepts, and information through the selection, organization, and analysis of related content.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Produce clear and coherent writing with appropriate development, organization, and style appropriate to the task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well the purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing as well as demonstrate ability to link to and cite sources.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources, and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms correctly. Assess the credibility of each source. Quote or paraphrase the data and conclusions of experts while avoiding plagiarism and providing basic bibliographic information for sources and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing their own clearly.

Analyze the purpose of information presented in different media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Interpret a speaker's argument and specific claims, evaluating the reasoning, relevance, and appropriateness of the evidence, as well as identifying when irrelevant evidence is introduced.

Present information orally, with focus on sequencing ideas logically and using related descriptions, facts, and details to highlight main ideas or themes. Do so using appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound and visual displays) in presentations to clarify information.

Demonstrate command of formal as well as casual English in speaking situations, when indicated or appropriate.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing from a range of strategies.

SCIENCE

Work cooperatively to design, carry out and document controlled experiments.

Follow multi step procedures when carrying out experiments, taking measurements with lab equipment, or performing technical tasks.

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.

Correctly use metric units.

Analyze and interpret information provided in data tables, graphs and charts.

Demonstrate the ability to work safely and responsibly in a lab setting.

Use technology, including the internet to develop presentations for short research projects.

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.

Use precise language and domain-specific vocabulary to inform about and explain the following topics: sound, electromagnetic spectrum, light, magnetism, evolution, diversity of life, ecology, and human body systems.

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

Engage in daily exercise.

Display good sportsmanship, teamwork, and responsibility.

Demonstrate skills necessary to participate in a wide variety of group and individual activities.

Demonstrate safe and appropriate use of equipment and execute safe body and management skills during physical activity.

Perform fitness testing based on health related components of fitness.

Identify components of fitness and how they relate to activities in which they engage.

Recognize and identify vocabulary and concepts associated with physical fitness.

Determine a healthy resting, target, and recovery heart rate, before, during and after exercise.

Demonstrate knowledge of rules, techniques, and skills of team and individual fitness activities.

Identify lifestyle choices that have a positive effect on well-being.

Assess self-improvement of fitness and skill development.

MUSIC

BEGINNING BAND

Course Description: Beginning Band is the first year of band study.

Objectives: Membership is open to all students who wish to extend their knowledge, understanding, and appreciation of music by learning how to play a wind or percussion instrument. Students will learn how to play a band instrument and read music. They will learn the fundamentals of playing in an ensemble and will perform at 1 daytime concert and 2 evening concerts during the year. **Students will be responsible for attending all concerts.** Attention is focused on introductory music fundamentals, technical achievement, and acquisition of performance and rehearsal skills through exposure to a variety of literature.

Course Content: Students will:

- ♪ Review basic music reading skills learned in elementary.
- ♪ Learn to assemble, care for, and play their instrument.
- ♪ Learn to play with an ensemble and alone.
- ♪ Play basic major scales.
- ♪ Learn many new terms describing dynamics, form, tempo, ensemble, rhythm, etc.
- ♪ Learn how to count basic rhythms while keeping a steady beat.

CONCERT BAND

Course Description: Concert Band is for students in their 2nd, 3rd, or 4th year of band study on their primary instrument.

Objectives: Membership is open to all students who have successfully completed a band class in the previous year. The course will be a continuation of the technical training started in the beginning class.

Emphasis is placed on the acquisition of skills necessary to meet high standards of music performance.

Students are acquainted with higher level music literature and are given the opportunity to develop high standards of musicianship. Emphasis is placed on artistic performance commensurate with the maturation level and experience of the group. Students will perform at 3 evening concerts during the year, as well as graduation. **Participation in concert performances outside of regular class hours is required.**

Course Content: Students will:

- ♪ Review basic music reading skills learned in Beginning Band.
- ♪ Further develop the skills needed to play with an ensemble and alone.
- ♪ Play all major scales.
- ♪ Learn many new terms describing dynamics, form, tempo, ensemble, rhythm, etc.
- ♪ Learn how to count complex rhythms while keeping a steady beat.

CONCERT CHOIR

Course Description: Concert Choir is open to all junior high students. No previous experience is required.

Objectives: Choir students will learn to use their vocal instrument to create a correct and pleasing singing sound. In addition to learning proper vocal production and technique, students will also learn music reading skills, sight-singing skills, and performance skills. Choir also offers opportunities for students to develop team building and leadership skills. This is a performance-based class. Students will perform at 2 evening concerts during the year, as well as graduation. **Participation in concert performances outside of regular class hours is required.** Students will experience many different genres of music, such as spirituals, or classical music, as well as current pop music, exposing them to different cultures and time periods. Students will learn to sing at least 1 song in a foreign language.

Course Content: Students will:

- ♪ Review basic music reading skills learned in elementary.
- ♪ Learn to sing with an ensemble and alone.
- ♪ Learn to listen to their own voices for intonation.
- ♪ Learn many new terms describing dynamics, form, tempo, ensemble, rhythm, etc.
- ♪ Learn how to count basic rhythms while keeping a steady beat.

ELEMENTARY SCHOOL MUSIC CLASS

The K-5 music curriculum is designed to provide joyful experiences for the children, while helping them to develop skills and intellectual processes that will not only provide for success in the music classroom, but will also carry over into other academic and nonacademic areas. The K-5 music curriculum provides for creativity

and spontaneity as well as structure. The study of the elements of elementary general music – rhythm, music vocabulary, note reading, melody/pitch, expression, timbre - and the process of learning music skills allow for creative expression in a wide variety of styles. Each year they will progress further in learning these skills. Students also learn basic performance skills, and participate in a musical performance in December for friends and family.

ART

FIRST GRADE ART

Develop an understanding of art elements including: primary and secondary colors, direction and size, basic lines and use of space.

Utilize design principles in art production.

Recognize landscapes, still lifes and portraits by famous artists, as well as artworks from various world cultures.

Distinguish between realistic and abstract artwork.

Create artwork using a variety of media, process and tools.

SECOND GRADE ART

Develop an understanding of art elements including: warm and cool colors, line patterns, and geometric and irregular shapes.

Utilize design principles in art production.

Recognize artworks by American artists and various world cultures.

Explore media choices, processes and tools in art production.

THIRD GRADE ART

Incorporate art elements in art production including: tertiary and complementary colors, positive and negative shape, texture, and use of overlapping to create illusion of depth.

Utilize design principles in art production.

Recognize artworks by Renaissance artists and various world cultures.

Explore media choices, processes and tools in art production.

FOURTH GRADE ART

Incorporate art elements in art production including: color value, contour and gesture lines, and use of foreground, middle-ground, and background to create space.

Utilize design principles in art production.

Recognize artworks by Impressionist artists and various world cultures.

Explore media choices, processes and tools in art production.

FIFTH GRADE ART

Incorporate art elements in art production including: use of lines to create textures, value, cross-hatching and stippling, and use of one point perspective to create depth.

Utilize design principles in art production.

Recognize artworks by Modern artists and various world cultures.

Explore media choices, processes and tools in art production.

6-8 Art

The Riley middle school art program offers a solid introduction to participatory creative problem solving and to our whole “middle school culture and community.” The art room, the projects, and the hands-on experiences provide an excellent opportunity for students to explore their creativity, discover and develop various artistic talents, and expand abilities, vision, confidence, and circles of friends. The art program also allows students to explore and experience the vast, creative worlds of “visual culture,” problem solving in art, and hands-on creativity. Several projects progress through the brainstorming, mind mapping, sharing, sketching and planning stages to the hands-on, 3-D construction stage. Students are also given time to master the 2-D skills started in the younger grades.

TECHNOLOGY 6TH THROUGH 8TH GRADE

The technology program is designed to provide the fundamental technological skills needed in middle school and beyond. The class offers hands-on opportunities to explore a variety of technologies. In sixth grade computers, the students learn basic computer operations, some technology-related vocabulary, keyboarding skills, word processing skills; multimedia presentation techniques and Internet search skills. In seventh grade, students focus on more advanced technologies directly related to their coursework, including: spreadsheets. In eighth grade, students refine and master their skills in technology with the addition of the Google features they will be using at MCHS. Every year from grades K-8th we cover internet safety and online dangers with students at an age appropriate level.

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 noncompliance 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.

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 at the beginning of the school year with your concerns.

BUILDING ENTRY

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior. No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using

- cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
 13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
 14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
 15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
 16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

After School Pick-up

When picking your children up after school, we ask that you please pull through the circle drive and not park on Riley Road. As cars pull through the drive it is dangerous to have students walking out to the road to meet their parents. Also, please **do not pull out and around cars** waiting to pick up students in the circle drive. Please be courteous if your child/ren is not ready for pick up. Please pull around again so vehicles may move forward to pick up waiting students. Staff will release students as parents pull up to the front of the pick-up zone. Students will not be released to overloaded vehicles. There must be appropriate seating for all occupants.

***Please do not arrive before 2:10PM for end of day pickup. You block the drive access for people coming and going. Pick up procedures may change due to adjustments of the dismissal process.**

****It is illegal to operate cell phones while driving in a designated school zone (including hands-free).**

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, hallways, and buses are subject to video surveillance, and the students are hereby notified of the school's intent to use such video surveillance throughout these locations.

School Volunteers:

All school volunteers must complete the "Volunteer Information Form" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

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:

<https://isp.illinois.gov/MVOAY>

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

(New: June 2022)

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following. Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling “down”
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students’ ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says “no”
- Engaging in touching that a student or student’s parents/guardians have indicated is unwanted
- Trying to be a student’s friend rather than filling an adult role in the student’s life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student’s life or making up excuses to be alone with a student

- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student

- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

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

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

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, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys by Third Parties

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/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This 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.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian.
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/guardian.
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/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child'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.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may 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.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian 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 schools 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.

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

The school expects to administer the following surveys that request personal student information on the following approximate dates¹:
**None at this time. Parents will be notified in advance of any such surveys.

A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

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.

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 IS 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 for appropriate action.

Nondiscrimination Coordinator:

Mr. Jason Grey
Riley Community Consolidated School District 18
9406 Riley Road
Marengo, IL 60152
815-568-8637

Complaint Managers:

Mr. Jason Grey and/or Mr. Frank Vicari
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

Illinois law requires that whoever has custody or control of any child between 6 (by Sept. 1) and 17 years of age shall assure that the child attends school in the district he/she resides, during the entire time school is in session (unless the child has already graduated from school). Illinois law requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time it is in session.

Parents MUST:

1. Phone the school at 815-568-8637 by 8:00 A.M. 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.

If the parent or guardian cannot be contacted, the student will be required to present a note from the parent or guardian explaining the reason for the absence. Failure to do so will result in an unexcused absence.

2. If your child has missed school and has seen a physician, please provide us with a note from the physician's office.

3. If your child is absent 3 or more days they will need a doctor's note upon return to school.

Regular attendance is more than just important, it's 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.

Days missed for vacation are considered unexcused absences.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14

years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at [phone number] before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

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 nine 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.

Any and all students with 10 or more absences, for any reason, are reported to the state as chronic absentee students.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

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.

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Mrs. Christine Conkling or Mr. Frank Vicari

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. Reminder: Absences for vacation are classified as unexcused.**

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 the lunchroom (unless it's returning home in a cold lunch container); Use inside voices; Clean up after yourself; Use good manners; No sharing of food.*

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 is 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 parents to bring a change of clothing. Alternative clothing will be provided when parents cannot be reached. PE clothes cannot be used as a replacement.
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 beltline of the slacks, jeans, or skirt when raising arms above the head and cleavage shall not be exposed.)
6. Tank tops must be fitted and have at least a 2" shoulder strap (with no excessive armpit gaps).
7. Finger-tip length shorts are acceptable, while shorts rising above the fingertips when arms are at the side of the body are unacceptable.
8. All pants/slacks/shorts must remain above the hips.
9. Caps, hats, head coverings, hoods on sweatshirts, bandanas, 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 or backpacks 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.
16. Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

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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. The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, ipod©, ipad©, laptop computer, tablet computer or other similar electronic device. Students wearing smart watches will be required to remove them during testing.

While on school buses and during instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight and in backpacks unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to 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 to the student at the end of the school day. Students violating this policy for the second time will be dealt with via confiscation of the item and the return of the item will be made to the parent(s)/guardian(s). With any further

violations students 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. Students wearing IWatches or other smart watches may have to remove them during testing sessions in the classroom.

***Inappropriate use of cell phones or other electronic devices, 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 only decorate lockers with prior permission from administration.
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 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. Fidget spinners or fidget devices will not be allowed unless a student has a specific IEP or 504 accommodations.
7. Gum chewing and eating of food outside the cafeteria is not permitted unless express permission is given to students by a supervising staff member.
8. No trading cards should be brought to school, i.e. sports or role-playing cards.
9. Students are not allowed to arrive or leave from school (or school functions) driving motorized vehicles, i.e. dirt bikes, quad tracks, snowmobiles, etc.
10. 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. Classroom teachers may issue behavior tickets to students in their classroom for breaking classroom rules and behaviors that may lead up to more serious discipline. Behavior Tickets need to be signed by a parent and returned the next day or another Behavior Ticket will be issued. Behavior tickets issued by staff outside of the student's home room will be given to the home room teacher. Behavior tickets will be maintained by home room teachers. After 3 behavior tickets have been issued to a student, they will receive a Dean Referral.

A. Unacceptable Student Behavior at Riley:

1. Defying authority/insubordination/disrespectful behavior.

<u>NUMBER OF OCCURRENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1-2	Detention
3-4	Double detention
5+	In-school suspension

Consequences may be escalated at the administration's discretion depending on the severity of the event.

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

<u>NUMBER OF OCCURRENCES PER QUARTER</u>	<u>CONSEQUENCES</u>
1-2	Detention
3-4	Double detention
5+	In-school suspension

3. 3.a. Fighting/"Play" Fighting.

<u>NUMBER OF OCCURRENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	Detention
2-3	In-school suspension
4+	Suspension

Consequences may be escalated at the administration's discretion based on severity of the event.

4. Inappropriate Physical Contact.

<u>NUMBER OF OCCURRENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1-2	Referral
3-4	Detention
5+	In-school suspension

Consequences may be escalated at the administration's discretion depending on the severity of the event.

5. Threats, intimidation, sexual harassment, vulgar behavior, possession and/or distribution of pornographic material and aggressive behavior (includes electronic means through school accounts)	
<u>NUMBER OF OCCURRENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	Detention/1-2 day In-school suspension
2	2-day In-school suspension
Subsequent	Suspension
6. Bullying	
<u>NUMBER OF OCCURRENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	Referral
2	Detention
3-4	Double detention
5+	In-school suspension/suspension
7. Gang representation of any form.	
<u>NUMBER OF OCCURRENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	Detention
2-3	In-school suspension/suspension
Subsequent	2-4 day suspension
8. Gang activity.	
<u>NUMBER OF OCCURRENCES PER YEAR</u>	<u>CONSEQUENCES</u>
1	Detention/1-2 day suspension
2	2-4 day suspension
Subsequent	5-10 days suspension/expulsion
9. 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 OCCURRENCES PER QUARTER</u>	<u>CONSEQUENCES</u>
1-2	Dean referral
3+	Detention
10. Failure to attend a “homework alert” session or detention.	
<u>NUMBER OF OCCURRENCES PER QUARTER</u>	<u>CONSEQUENCES</u>
1+	Additional detention
11. Violation of Dress Code.	
<u>NUMBER OF OCCURRENCES PER QUARTER</u>	<u>CONSEQUENCES</u>
1	Warning (Behavior Ticket)
2-3	Dean referral
Subsequent	Detention

12. **Violation of safety procedures.**

NUMBER OF OCCURRENCES PER QUARTER

CONSEQUENCES

1	Dean referral
2-3	Detention
4+	In-school suspension

13. **Cheating/forgery/lying/plagiarism.**

NUMBER OF OCCURRENCES PER YEAR

CONSEQUENCES

1	Detention
2-3	Double detention
4+	In-school suspension

14. **Public Display of Affection.** (Hand-holding, hugging, kissing, and other forms of inappropriate physical contact.)

NUMBER OF OCCURRENCES PER QUARTER

CONSEQUENCES

1-2	Dean referral
3+	Detention

15. **Cell phone usage.**

NUMBER OF OCCURRENCES PER YEAR

CONSEQUENCES

1	Dean referral (Phone will be collected and student may pick up at the end of the day)
2	Dean referral (Phone will be collected and parent will be contacted for pick up after school)
3+	Detention (Phone will be checked into the office daily)

16. **Theft/vandalism/destruction of personal or School District property.**

NUMBER OF OCCURRENCES PER YEAR

CONSEQUENCES

Minor Occurrence

1	Dean Referral
2	Detention
3+	In-school suspension

Major Occurrence

1	Detention/In-school suspension
2	In-school suspension
3	Suspension

Gross misconduct:

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
 - Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.
 - Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.

- Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

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

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

Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.

8. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
9. Engaging in teen dating violence.
10. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
11. Entering school property or a school facility without proper authorization.
12. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
13. Being absent without a recognized excuse.
14. Being involved with any public school fraternity, sorority, or secret society.
15. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
16. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
17. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
18. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
19. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

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

school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

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

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

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

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

Disciplinary Measures

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

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)

8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), “look-alikes,” alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student’s behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education’s Special Education rules when disciplining special education students. No special education student shall be expelled if the student’s particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Corporal Punishment

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property. The use of prone restraint is prohibited.

Weapons Prohibition

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

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

Consequences for Gross Misconduct

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. Your child will be given an opportunity to complete missed assignments or work missed during the suspension for equivalent academic credit in accordance with School District policy. If your child's continued presence at school poses a threat to the safety of other students, staff or members of the school community, out of school suspensions may be given. Depending on the egregious nature of your child's conduct (i.e., physical harm, violence, threat), and/or the history or record of your child's past conduct, school officials may determine that your child is likely to engage in similar conduct in the future and the district reserves the right to consider suspension. Additionally, if your child's continued presence at school

substantially disrupts, impedes, or interferes with the operation of the school, suspension or expulsion may be considered.

Each incident will be evaluated on an individual basis and consequences administered in the best interest of the students, staff, and district.

15. **Three referrals within a 20 school day time period/grading period will result in a detention.**

16. **Three detentions during 20 school day time period/grading period will result in a student serving an in-school suspension for one day.**

17. **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 a 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.**

19. **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).** Suspensions will result in a minimum of 1 game suspension. The number of missed games will be determined by the Principal and Athletic Director on a case by case basis.

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/Out-of-School suspension daily work.

During any suspension, classroom work will be assigned and completion expected.

B. 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 .

BULLYING

Riley CCSD 18 is committed to creating a supportive environment where learning can occur free of bullying. Bullying is contrary to State law and School District policy.

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is **prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Complaint Managers:

Jason Grey
9406 Riley Rd. Marengo, IL
815-568-8637
jgrey@riley18.org

Frank Vicari
9406 Riley Rd. Marengo, IL
815-568-8637
fvicari@riley18.org

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: *7:20, Harassment of Students Prohibited* and *7:180, Prevention of and Response to Bullying, Intimidation and Harassment*.³

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

UNSAFE SCHOOL CHOICE OPTION

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because each grade is in only one

attendance center. A student, who would otherwise have qualified for the choice option, or the student's parent/guardian, may request special accommodations from the building principal.

SEARCH AND SEIZURE

In order to maintain order safety 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 building principal 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 Searches

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 school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

BUS DISCIPLINE PROCEDURE

Due to our enrollment numbers our school buses are 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.** Our bus services do not have the capacity to deliver students to addresses other than their own. If your child is planning to go home with another student after school for any reason, alternate arrangements for transportation will need to be made. Administration has the discretion to alter this policy in emergency situations.

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. All children who are not riding the afternoon bus to their homes are to remain inside the building until buses have left.
22. If parents wish to have their children leave school earlier than end of day dismissal, 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. Also, it is a posted “no parking zone” on the west side of Riley Road.**
23. 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.
24. Due to Illinois guidelines regarding Covid-19, students must wear a mask while riding on the bus at all times, unless the guidelines change.

**** Video and Audio Surveillance are installed on all buses. This is for the safety of all riders. ****

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

Riley CCSD 18 - Acceptable Use Policy

Introduction

Riley recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

To that end, we provide access to technologies for student and staff use.

This Acceptable Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- The Riley network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- Riley makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

Technologies Covered

Riley may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies emerge, Riley will attempt to provide access to them. The policies outlined in this document are intended to cover *all* available technologies, not just those specifically listed.

Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

Web Access

Riley provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should follow district protocol to alert an IT staff member or submit the site for review.

Email

Riley may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies.

If users are provided with email accounts, they should be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits collaboration brings to education, Riley CCSD 18 may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Mobile Devices Policy

Riley may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to IT staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse.

Use of school-issued mobile devices off the school network may be monitored.

Personally-Owned Devices Policy

Students should keep personally-owned devices (including laptops, tablets, smart phones, and cell phones) turned off and put away during school hours—unless in the event of an emergency or as instructed by a teacher or staff for educational purposes.

Because of security concerns, when personally-owned mobile devices are used on campus, they should not be used over the school network without express permission from IT staff.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

If you believe a computer or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Downloads

Users should not download or attempt to download or run .exe programs over the school network or onto school resources without express permission from IT staff.

You may be able to download other file types, such as images or videos. For the security of our network, download such files only from reputable sites, and only for education purposes.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

Examples of Acceptable Use

I will:

- ✓ Use school technologies for school-related activities.
- ✓ Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- ✓ Treat school resources carefully, and alert staff if there is any problem with their operation.
- ✓ Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- ✓ Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- ✓ Use school technologies at appropriate times, in approved places, for educational pursuits.
- ✓ Cite sources when using online sites and resources for research.
- ✓ Recognize that use of school technologies is a privilege and treat it as such.
- ✓ Be cautious to protect the safety of myself and others.
- ✓ Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Examples of Unacceptable Use

I will **not**:

- ✓ Use school technologies in a way that could be personally or physically harmful.
- ✓ Attempt to find inappropriate images or content.
- ✓ Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- ✓ Try to find ways to circumvent the school's safety measures and filtering tools.
- ✓ Use school technologies to send spam or chain mail.
- ✓ Plagiarize content I find online.
- ✓ Post personally-identifying information, about myself or others.
- ✓ Agree to meet someone I meet online in real life.
- ✓ Use language online that would be unacceptable in the classroom.
- ✓ Use school technologies for illegal activities or to pursue information on such activities.
- ✓ Attempt to hack or access sites, servers, or content that isn't intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Limitation of Liability

Riley will not be responsible for damage or harm to a person's files, data, or hardware.

While Riley employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

Riley will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents
- Detention or suspension from school and school-related activities
- Legal action and/or prosecution

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

ANNUAL NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY VENDORS UNDER THE STUDENT ONLINE PERSONAL PROTECTION ACT

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

Guidelines for Student Distribution of Non-School Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, e.g., before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 2. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
 3. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,
 4. Is reasonably viewed as promoting illegal drug use;
 5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students;¹ or
 6. Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.
9. A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students¹;
or
6. Incites students to violate any Board policies.

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

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

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) 346-7460 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 party invitations **may not be** distributed at school.

SPORTS PHYSICALS

Students participating in afterschool sports activities must also have a current sports physical on file in the district office. Physicals must have occurred within one year's time of the sport's end date. Students will not be allowed to practice or participate until the physical is on file.

CPR TRAINING

As a school district and facility that holds athletic classes and events we are required to have automated external defibrillators (AEDs) on our premises. Along with this equipment we have staff trained to use these devices as well as provide cardiopulmonary resuscitation (CPR) if necessary. The Illinois High School Association has a training video on hands-only CPR and the use of AEDs. We recommend that staff and parents view this video. This helps in emergency preparation and you could provide support to the trained staff on hand at events here at school or elsewhere. The video can be viewed on the IHSA website at www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx

SCHOOL OPERATIONS DURING A PANDEMIC OR OTHER HEALTH EMERGENCY

This handbook procedure is meant to apply generally to any pandemic or other health emergency and should be supplemented with other relevant and timely information.

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.

9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

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.**

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information and a copy of the school district's policy are available in the school office.

MEDICATION

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Emergency Aid to Students

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

FOOD ALLERGIES & ANAPHYLAXIS

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (815) 568-8637.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

SCHOOL FEES

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children); or
3. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line.

The building principal will give additional consideration where one or more of the following factors are present:²

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process or an appeal of the District's decision to deny a fee waiver should be addressed to the Building Principal. Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack..

FREE AND REDUCED-PRICE LUNCHES AND TEXTBOOK FEES

Parents who are unable to meet state minimum 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 meals will have their identities kept confidential.

The school establishes fees and charges to fund certain school activities, including [list fee-based activities]. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal employment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Within 30 days, the building principal will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the building principal at (815) 568-8637.

LUNCH

Money for school lunches and milk will be deposited into student accounts through our TeacherEase student management system. Lunch costs \$3.25 per day and milk costs \$0.35 per carton. Checks or cash can be sent to the school office for deposit into your child's account. **Please send checks or cash in an envelope labeled with the child's name and amount to be deposited into their account.** Purchases may also be made online with credit or debit cards. We recommend putting a minimum of \$15.00 in for electronic purchases to reduce the costs of fees. Refunds for unused student lunch accounts will be made in the case of students transferring out of the district during the school term or graduating. Balances for all other students will be carried over to the next school year. The District reserves the right to adjust lunch prices periodically due to inflation and Government guidelines.

There is no microwave available for student use. 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 classrooms that have milk and /or snack break, healthy snacks are required. A 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, Sprite, Mountain Dew, etc.). Gatorade is an acceptable beverage.

If parents bring students lunch from an outside source, please remember they cannot have carbonated beverages as part of their lunch. (i.e. No pop with their McDonald's Happy Meal.)

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 automated call 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.

LAWN CARE MANAGEMENT = PRODUCT APPLICATION

Lawn care products are not commonly used on Riley School grounds. Parents or staff who wish to be notified prior to the application of lawn care products 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

Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

For further information, please contact:

Ms. Jamie Coates
815-568-8637
Riley Elementary School

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 staff 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 role 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.

**Parents will be required to pick up their child immediately if a child presents any symptoms of Covid-19.
Please have a plan in place for these possible pickups.**

SCHOOL GOVERNANCE

SCHOOL BOARD MEETINGS

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 PARENT TEACHER ASSOCIATION

All parents of Riley students are urged to participate in the activities of the Riley Parent Teacher Association. All parents of Riley School students are automatically members of the Riley Parent Teacher Association. The Association is the support group for the total school program. Meetings are held monthly.

DIRECTORY INFORMATION

The School may release certain directory information regarding students, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. This information would be requested by public and government bodies outside of school organizations affiliated with Riley CCSD 18. Parents wishing to omit their student information from any release need to obtain a form from the District office.

This District limits directory information to the following list:

1. Name
2. Address
3. Gender
4. Grade level
5. Birth date
6. Parents'/guardians' names, addresses, electronic mail addresses, and telephone numbers

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 on 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,
Record of release of temporary record information.

Access to & Maintenance of Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript.¹

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted. The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to:

- *Name*
- *Address*
- *Grade level*

- *Birth date and place*
- *Parent/guardian names, addresses, electronic mail addresses, and telephone numbers*
- *Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs*
- *Academic awards, degrees, and honors*
- *Information in relation to school-sponsored activities, organizations, and athletics*
- *Major field of study*
- *Period of attendance in school.*

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.²

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

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

9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education

Student Privacy Policy Office

400 Maryland Avenue, SW

Washington DC 20202-8520

STANDARDIZED TESTING

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following: IAR, Illinois Science Assessment, MAP, and AIMSweb

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

- *Encourage students to work hard and study throughout the year;*
- *Ensure students get a good night's sleep the night before exams;*

- *Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;*
- *Remind and emphasize for students the importance of good performance on standardized testing;*
- *Ensure students are on time and prepared for tests, with appropriate materials;*
- *Teach students the importance of honesty and ethics during the performance of these and other tests;*
- *Encourage students to relax on testing day.*

ANNUAL REPORT CARD

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each schools served by the District, with aggregate and disaggregated information for each required subgroup of student including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualification, and certain other information required by federal law. When available, this information will be placed on the District's website at Riley18.org.

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. Parents enrolling students at Riley will be asked to sign a transfer of records form upon enrollment in order for us to retrieve previous school records. Students will not be refused enrollment because of a failure to present permanent or temporary records from their previous school. Students will also be required to present an original copy of their birth certificate. Student's that do not present a valid birth certificate within 30 days of enrollment will be reported to the necessary authorities as required by law.

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

MILITARY SERVICE AND RESIDENCY

Students with parents in active duty maintain residence within the district during deployment. Legal custody of students may change during that time (see school policy), but the student still maintains his/her residency as determined prior to the military obligation.

SEX OFFENDER & VIOLENT OFFENDER COMMUNITY NOTIFICATION LAWS

State law requires schools 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 on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm