

Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302
BOARD POLICY COMMITTEE MEETING
Wednesday, October 17, 2007
Immediately following Instruction
Board Room
AGENDA

- I. Approval of Minutes (attachments)**
- II. Consideration of the following Policies for Second Reading and Action**
 - A. Policy 5114-1, Suspension and Expulsion for Students with Disabilities (attachment)
 - B. Policy 5114-2, Behavioral Interventions and Isolated Time Out/Physical Restraint for Disabled Students (attachment)
 - C. Policy 5200, School Choice (attachment)
- III. Consideration of the following Policies for First Reading and Action**
 - A. The Meaning of the Seal (attachment)
 - B. Policy 12, American Flag (attachment)
 - C. Policy 103, Philosophical Statement on Student Discipline (attachment)
 - D. Policy 104-1, Change of Grade (attachment)
- IV. Discussion**
 - A. Policy 104, Philosophy of Grading (attachment)
 - B. Acceptance of Procedures for Policy 3610, Automated External Defibrillator
- V. Policy Docket**
 - Code of Civil Discourse
 - Code of Conduct for Parents at School-sponsored Events
 - Expulsion Proposal
 - Fundraising
 - Gifts for Athletic Teams—Procedures
 - Homework
 - Incapacitation of Personnel
 - Legislative Committee
 - Policy 3510, Advertising and Solicitation
 - Policy 3600, Ethics
 - Policy 4110, Non Discrimination in Employment
 - Procedures for Acceptance of Gifts
 - Use of Credit Cards by District Personnel
 - Workers' Right Consortium's Code of Conduct
- C: Board Members, Ralph H. Lee, Chair
DLT

**Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302**

**POLICY COMMITTEE MEETING
August 15, 2007**

A Policy Committee meeting was held on Thursday, August 15, 2007, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 10:20 a.m. Committee members present were John C. Allen, IV, Valerie J. Fisher, Dr. Dietra D. Millard, Sharon Patchak-Layman, and Dr. Ralph H. Lee. Also present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Bridgette Kennedy of the *Oak Leaves* Kay Foran, Director of Community Relations and Communications; James Paul Hunter, F.S.E.C. Chair; Wyanetta Johnson and Burcy Hines, community members; Dr. Carl Spight, O.P.R.F.H.S. Institutional Researcher; and Terry Dean of the *Wednesday Journal*.

Acceptance of the June 21, 2007 Policy Committee Minutes

It was the consensus of the Policy Committee members to accept the minutes of the June 21, 2007 Policy Committee minutes, as presented.

Consideration of Policies for First Reading

Policy 5200, School Choice

It was the consensus of the Policy Committee members to recommend that the Board of Education approve Policy 5200, School Choice, for first reading with the following amendments at the regular August Board of Education meeting.

Page 1, Para 1, Lines 4&5: Delete the words "to the extent practicable"

Mr. Edgecombe noted that Policy 5200 was being presented for first reading, as drafted by the attorney, as a requirement for No Child Left Behind (NCLB). While this had been presented at the July 12 Special Board Meeting, there was a question as to why the District had to institute a policy that it may not be able to fulfill just to satisfy federal guidelines. Mr. Edgecombe directed the Committee members' attention to the caveat "to the extent practical." He continued that the policy was designed for a district where there are multiple schools. For a single school district other factors must be considered, such as an intergovernmental agreement permitting the exchange of students based on the conditions outlined in the policy.

Change of Terminology

Discussion ensued regarding whether the Board of Education could do a blanket removal of the term “superintendent/principal” and replacing it with just “superintendent” by Board of Education approval. Legal counsel advised that it was not necessary to review each policy separately and make the adjustment. Discussion ensued and it was the consensus of the Committee members to following Dr. Weninger’s suggestion of noting on the website that the District now has two positions, not one. Thus, no formal action is necessary.

Consideration of Policies for Second Reading

Policy 20, Board of Education

Even though this was technically the second time that this policy was being brought to the Policy Committee, this was the first time that new Board of Education members were reviewing it. As such, Ms. Patchak-Layman had significant questions/suggestions for this policy. Her questions/suggestions included the following:

1. Educational services need to be recommended by the superintendent.
2. Add Develop Annually the goals of the Board of Education and the District
3. Seating new Board of Education members, i.e., The Board of Education will administer the oath in the next special Board of Education meeting or open Board of Education meeting whichever comes first following the canvass in order to eliminate any meetings in between and to speed up the canvassing as much as possible. Ms. Fisher disagreed with adding any language that would deviate from Illinois law.
4. On Page 5, 1st paragraph: Delete “unless specifically stated otherwise.” She suggested that the Board of Education president make the recommendation and that the board approve this.
5. In Section VII: Add the line, “The Board of Education commitment to having meetings which are open, accessible and held at times convenient for the public.” Discussion ensued. Dr. Millard noted that “convenient for the public is different from one person to another, based upon their work requirements. Ms. Patchak-Layman noted that she was being mindful of having Board closed sessions and then asking the public to be around for 3 hours or more for the public session. There is some awareness and cognizance of making sure that Board of Education meetings were easy for the public to attend. She continued that there be efficiencies of meetings in that no action would be taken after closed session, i.e., personnel items) or no major action would take place in closed session. (NOTE: Board of Education members may not take any action in closed session.) Ms. Fisher noted that this could be arbitrarily limiting the Board of Education’s discussion and could be a disservice to the Board of Education, as it was putting form over substance. Dr. Lee noting that there were two problems: 1) the scheduling of Board of Education meetings convenient for the public, and 2) keeping people waiting for an

indeterminate amount of time when an action must be taken after discussion is closed session. He suggested that there were times when the vote could wait until the next meeting. Ms. Fisher stated that typically student discipline and personnel issues are items that need a decision as soon as possible. It would hold people hostage not to put forth the vote. The Board of Education could agree to take a vote at the beginning of the session, if possible, but most items are of an urgent matter and a vote would be necessary. Dr. Lee hoped that there would be agreement that the Board of Education would take action on decisions only when necessity.

In the interest of time, it was the consensus of the Policy Committee members that the following Policies would be resubmitted to them at the September Policy Committee meeting. Dr. Lee asked that any additions/suggestions/deletions be submitted to Mr. Edgecombe prior to that meeting so that they could be incorporated into the policy prior to the committee members receiving them for the next meeting.

Policy 5114, Student Discipline
Policy 5114-1, Implementing Procedures.
Policy 5114-2, Behavioral Interventions and Isolated Time Out/Physical Restraint for Disabled Students)

5114-3, Student Discipline Pertaining to Psychostimulant Medication

It was the consensus of the Policy Committee members to recommend that the Board of Education approve the second reading and deletion of Policy 5114-3, Student Discipline Pertaining to Psychostimulant Medication, at its regular August Board of Education meeting.

5114-A – Hazing

It was the consensus of the Policy Committee Members to recommend to the Board of Education that it approve Policy 5114-A, Hazing, for second reading and action with the following enhancement at its regular August Board of Education meeting.

Renumber Policy 5114-A, Hazing as such: Policy 5114-4, Hazing.

In response to Ms. Patchak-Layman's question as to whether a teacher could haze a student or students, Dr. Lee and Mr. Edgecombe stated a teacher cannot haze a student, but the teacher could abuse a student. Dr. Weninger stated that if an adult who has some authority over a student were to conduct himself/herself in that matter, it would be considered harassment and the school has a policy on harassment.

Next Policy Committee Meeting

Dr. Lee informed the Committee members and the visitors that he and Dr. Weninger had jointly prepared a recommended Policy Statement as follows:

The Board hereby recognizes that one of its primary goals is to foster the development of the ability, in each student, to control his/her own behavior in a positive and constructive manner, and to do so in an environment of fairness to all students, families and school personnel. The school system is committed to doing this through two primary means: (1) development and maintenance of a professional staff with expertise in helping individual students in their own emotional and behavioral development; and (2) charging all adult employees of the school district with a measure of responsibility (appropriate to his/her duties) for communicating positive behavioral expectations to our students.”

This will be presented at the next Policy Committee meeting for discussion. Ms. Fisher noted that the statement was well written and encompassed what needed to be expressed, but she wondered whether this was a contractual issue as it makes charges of faculty and every employee of the district and she was unsure whether it would have an impact in terms of conformity.

Adjournment

The Policy Committee adjourned at 11:50 p.m.

**Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302**

**POLICY COMMITTEE MEETING
September 20, 2007**

A Policy Committee meeting was held on Thursday, September 20, 2007, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 9:30 a.m. Committee members present were Jacques A. Conway, John C. Allen, IV, Valerie J. Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John P. Rigas. Also present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, Director of Community Relations and Communications; James Paul Hunter, F.S.E.C. Chair; and Monica Swope, O.P.R.F.H.S. faculty member; and Bridget Kennedy of the *Oak Leaves* and Terry Dean of the *Wednesday Journal*.

Dr. Lee received a consensus from the Committee members to adopt the standard procedure of starting with the policies being considered for second reading first, then policies being considered for first reading in an order to be determined by the committee chair.

Ms. Patchak-Layman asked how much change would need to occur in the policy on a second reading before it would need to go back for a first reading. Mr. Edgecombe stated that it would depend on the extent of the proposed changes during the second reading phase. Ms. Patchak-Layman asked if on second reading the policy would go out for "hearing." Dr. Lee preferred keeping a policy on the agenda until consensus was reached or there was a vote to move it on to the next Board of Education agenda.

Consideration of Policies for Second Reading

Policy 20

It was the consensus of the majority of the Policy Committee members to recommend to the Board of Education that it amend Policy 20, Board of Education, with the following enhancements, at its regular September Board of Education meeting.

Page 1, Item G:	Replace "Approving" with "Adopting" and delete ", as recommended by the superintendent"
Page 1, Item I:	Delete
Page 2, Para 2, Item B:	Add "Section III, Board of Education Oath and Conduct" after the word "in"
Page 4, Item B, Para 2:	Replace the words "special Board election" with "majority vote of the sitting Board of Education members"
Page 8, Para 3:	Delete

Page 9, Para. 3, line 1:

Delete the balance of the paragraph starting with the words “for the sole purpose of forming...”

It was not the consensus of the Policy Committee members to agree to the following amendments provided by Ms. Patchak Layman. The other Committee members were comfortable with the Policy as it written in these areas.

Page 5, Item #I:

Add J. develop annually the goals of the board (aka district). Other Policy committee members felt the procedures that were in place were satisfactory. It is the responsibility of the Superintendent to recommend goals for the Board of Education to review and approve.

Page 5, Line 1:

The Board of Education President recommends Board Committee appointments with Board approval. The Committee members were comfortable with the Board President making the appointments.

Page 5, Item VI, Line 1:

The Board of Education is committed to having meetings which are open, accessible and held at times convenient for the public. Debate ensued as to what was convenient to whom.

Page 5, Item IX, Last Line, Para. 1:

If the requested agenda items are not included, a written response will be sent to the Board Member explaining the reason. Ms. Patchak-Layman wanted a paper trail. Other Policy Committee members did not feel this step was necessary.

Page 6, Item X, Para 3:

A vote of “abstain” or “present” or a vote other than “yea” or “nay” shall be counted as a “no” vote in determining whether a measure has been passed by the board. Policy Committee members wanted the opinion of legal counsel on this point. (From the IASB, we have been advised it must first be determined as to whether a specific majority vote is required or if the question at hand falls into the statutory exceptions category. If not in the exceptions category, a vote of 1 aye, 0 nay, and 6 abstain would pass. Statutory exceptions include teacher dismissals, real estate transactions, and personal property transactions—the Board should consider a policy on abstentions in the near future.)

Page 6, Item X, Para 3, Last Line:

On all questions, a roll call vote shall be taken and entered in the board minutes. Policy Committee members noted that the policy reflected the law.

Page 7, Para 1:	Delete paragraph. Substitute sentence. The Board of Education will conduct its meetings under the guidance of Roberts Rules of Order. No Change.
Page 7, Item X, Para 1, Line 1:	Add "...shall keep written minutes and audio records..." Law does not require that audio records be kept of open meetings, only minutes of open sessions.

Policy 5114, Student Discipline

It was the consensus of the majority of the Policy Committee members to recommend that the Board of Education amend Policy 5114, Student Discipline, at its regular September Board of Education meeting with the following enhancements.

Page 1, Para 1, Line 2:	Replace the words " Superintendent or designee, other administrators, the Program Coordinator of Student Safety and" with Assistant Superintendent for Student Health and Safety"
Page 1, Para 1, Line 3:	Delete the words: "of Discipline" add the words "and other administrators to provide appropriate interventions when needed and" after the word "Deans"
Page 1, Para 1, Line 4:	Add the words "in accordance with Board Policy 103, Philosophy of Discipline" after the word "misconduct."
Page 2, Item F, Line 1:	Replace "Student behavior" with "Engaging in behavior"
Page 2, Item F, Line 1:	Delete the words "or (b) about which a student engages in behavior"
Page 2, Item F, Line 3:	Replace the words "to be" with "a substance to be"
Page 3, Item F, Line 3:	Delete the Sentence: "Students who are under the influence of any prohibited substance or drug or in possession of any drug paraphernalia are not permitted to attend school or school functions and are treated as though they had drugs or paraphernalia, as applicable, in their possession"
Page 3, Item I, Line 1:	Delete the words "or possessing" and "cellular radio telecommunication"
Page 3, Item I, Line 2:	Add the words "in a manner that is inconsistent with Board Policy 5152, Cellular Telephones and Electronic Paging devices, or the Code of Conduct."
Page 3, Item I, Line 2:	Delete the words "unless authorized and approved by the Superintendent/Principal or designee"
Page 3, Item I, Line 4:	Add the words "Personal Digital Assistants, graphic calculators"
Page 3, Item K:	Delete entire item.
Page 4, Transfer Students, Line 3:	Add "Board" before the word "Policy"

Procedures

Page 8, Para 2, line 3:	Replace the term "Program Coordinator for Student Safety" with "Assistant Principal for Student Health and Safety"
Page 9, Item B, Line 3:	Delete the words "or designee, other administrators, the program Coordinator for Student Safety"
Page 9, Item B, Line 3:	Add the words "Deans and other administrators" after the word Superintendent"
Page 10, Item A, Line 1	Delete the word "Discipline"

It was not the consensus of the majority of the Policy Committee members to agree to the following amendments provided by Ms. Patchak Layman for Policy 5114 and its procedures. The other Committee members were comfortable with the policy, as written, in these areas.

Page 3, Item Q:	Ms. Patchak-Layman asked if a professional fraternity or sorority that had a junior program be a violation? Is the secret society only school-based? Alternatively, does it involve groups outside of school? The policy was remained status quo.
Page 3, Item V:	Add "during the school day." Committee members noted that the school has local parentis; meaning that the school has responsibility for the student from the time the student leaves his/her home to go to school or leaves school to home.
Page 4, Para 2, Line 9:	Delete "or with an appointed hearing officer" Committee members were adamant about not conducting the hearings of suspended/expelled students, as Ms. Patchak-Layman suggest.
Page 5, Item D:	Asked for a legal definition as Ms. Patchak-Layman felt this definition was too broad. Some committee members disagreed with it being too broad.
Page 7, Para 2, Line 1:	Add – sanctions, including, behavior management workshops and supervised community service.
Page 7, Para 3, Last line:	Add- Parents will be notified on any disciplinary action.
Page 8, Item A, Line 1:	Illinois, the Board shall establish...
Page 8, Item A, Line 2:	recommendations to the Board...
Page 9, Para 1, Line 4:	appear at a Hearing before the Board of Education
Page 9, Item IV, Line 2:	Add-An educational plan will be developed and executed for each student placed in out of school suspension.
Page 9, Item IV, Para 1:	How can a disciplinary action be carried over to the next school year?
Page 9, Item IV-B:	Are students in school while this is happening?
Page 9, Item IV-C:	Add- Parents will be called.
Page 10, Item E:	Add- Parents or guardians of record will be called AND receive.....
Page 10, Item E:	Add (d) the educational plan for student while suspended.

Page 11, Item VII-A:	Change to – A student discipline hearing for a proposed expulsion shall be conducted by the Board of Education.
Page 11, Item VII-C1:	Substitute Board President for hearing officer.
Page 12, Item VII-C 4:	The Board of Education, at any time, may direct questions to the parties of their witnesses.
Page 12, Item VII-C 5:	Ms. Patchak-Layman quested whether it was legal to have a witness with a concealed identity.
Page 12, Item VII-C 7:	The Board President shall...
Page 13, Item VIII	Delete section
Page 13, Item IX- A:	Delete
Page 14, Item II, Line 2:	Change – Beginning on the 1 st day of an out-of-school
Page 15, Item II, V-C:	Ms. Patchak-Layman asked what are the criteria for determining that an evaluation was not necessary.

Adjournment

The Policy Committee adjourned at 11:10 a.m.

SECOND READING

SUSPENSION AND ~~EXPULSION~~ EXPULSION FOR STUDENTS WITH DISABILITIES– SPECIAL EDUCATION 5114-1

I. General Considerations

These procedures apply to students who are eligible for special education services pursuant to the Individuals with Disabilities Education Act (“IDEA”). Article 14 of the Illinois School Code and the IDEA, including the rules and regulations implementing both Acts, will be applied and followed by the District concerning the discipline of special education students.

II. Out-of-School Suspensions

A special education student may be suspended from school up to and including ~~109~~ school days in the same manner as regular education students. Beginning on ~~day 11~~ day 10 of an out-of-school suspension and for each subsequent out of school suspension or above in a given school year, the student must be allowed an opportunity to continue to appropriately progress in the general curriculum and ~~appropriately advance toward achieving his or her IEP goals~~. When the number of days of ~~out of school suspension~~ in a given school year exceeds ~~109~~ for an IDEA-eligible special education student, a functional assessment of behavior will be completed and the student’s IEP team will draft a behavior intervention plan. A manifestation determination must be conducted.

III. Expulsions

A student with disabilities shall not be expelled from school for ~~conduct~~ which conduct, which is a result of the student’s disability. Before an expulsion hearing of a student with a disability can be considered, an IEP team must conduct a manifestation determination review to address whether ~~the student’s misconduct was a result of the student’s disability, whether the conduct in question was caused by or had a direct and substantial relationship to the child’s disability or if the conduct in question was a direct result of the school’s failure to implement the IEP. the student’s current placement is appropriate and any other matters required by law.~~

If the results of the manifestation determination show that the conduct in question was not a manifestation of the student’s disability, the District may continue with its recommendation that the child be considered for expulsion by the Board of Education, in accordance with the regulations promulgated under the Individuals with Disabilities in Education Act.

If a student with disabilities is expelled from school in accordance with the procedures set forth above, the Special Education Division will ~~District shall~~

~~convene an IEP meeting to~~ develop an educational program to deliver educational services during such period of expulsion, to the extent required by law.

If it is determined at the manifestation determination review that the behavior of the ~~child-student~~ was a manifestation of his/her disability, the authorized administrator shall not continue with ~~his~~ the recommendation for expulsion but may request a review of the appropriateness of the student's² placement in accordance with federal and State law.

IV. 45-Calendar Day Interim Alternative Educational Placements

A special education student who commits a drug or weapon related offense or is found to be dangerous by a State-appointed hearing officer may be placed in an interim alternative educational setting for up to 45 calendar days. The District may impose any other discipline and take other legal action against the student as appropriate.

V. Regular Education Students Invoking Special Education Protections

A. A regular education student facing disciplinary action may be entitled to IDEA special education protections if a school district had "knowledge" that the student was, in fact, a student with a disability before the misconduct occurred.

B. ~~A~~The school district has "knowledge" when:

1. the parent or guardian expressed concern in writing to school personnel (or orally if the parent does not know how to write or has a disability that prevents a written statement) before the misconduct occurred; or
2. the behavior or the performance of the student demonstrates the need for such services in accordance with IDEA's disabling conditions; or
3. the parent or guardian previously requested an evaluation of the student; or
4. the student's teacher or other District personnel expressed concern about the behavior or performance of the student to the director of special education or to other District personnel in accordance with the District's established ~~child-student~~ find or special education referral system.

- C. The District does not have “knowledge” if it:
1. conducted an evaluation and determined that the ~~child-student~~ was not eligible for services and notified the parents of this decision; or
 2. determined that an evaluation was not necessary and notified the parents of this decision.
- D. If the District has “knowledge,” an expedited case study evaluation must be conducted. If the student is found eligible for IDEA special education services, the student shall be disciplined as a special education student. If the student is found not eligible for IDEA special education services, the District can proceed to expel or otherwise discipline the student as a regular education student.
- E. If the District does not have “knowledge,” the District may move forward with the expulsion proceedings. ~~as it would with a regular education student.~~

Amended Dates:	March 24, 2005; March 26, 1998; October 24, 1996; May 26, 1994; December 19, 1990
Adopted Date:	June 18, 1989
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	

BEHAVIORAL INTERVENTIONS AND ISOLATED TIME OUT/PHYSICAL RESTRAINT FOR ~~DISABLED~~ STUDENTS WITH DISABILITIES

5114-2

USE OF BEHAVIORAL INTERVENTIONS

Behavioral interventions should be used by teachers and administrators to promote and strengthen desirable adaptive student behaviors and reduce identified inappropriate behaviors. A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used when they are likely to be effective.

While positive approaches alone will not always succeed in managing inappropriate behavior, the use of more restrictive behavioral interventions should be used sparingly and approached with caution. In addition, all behavior interventions must incorporate procedures and methods consistent with generally accepted practice in the field of behavioral interventions.

A behavior management plan shall be written for disabled students whose behavior significantly ~~disrupts~~ interferes with the student's ability, or the ability of other students, to benefit from the educational setting. ~~-educationally-~~ A behavior management plan will also be drafted and/or revised where appropriate for any student who receives special education services and (1) is suspended for more than 10 days in a school year, (2) is recommended for expulsion, and/or (3) is referred to a 45-calendar day interim alternative placement. A behavior management plan shall be based on a functional analysis of the student's behavior.

The District maintains the Parent-Teacher Advisory Committee to provide advice regarding the creation and amendment of this policy. The committee shall be comprised of parents, teachers, individuals knowledgeable about behavior interventions, and other interested citizens. The District has drafted administrative procedures to implement this policy.

The District shall furnish a copy of this policy and the administrative procedures to all parents of students receiving special education services within 15 calendar days after any amendments to the policy or procedures, or at the time an individualized education plan (IEP) is first implemented for a student. Students and parents will be informed of the existence of this policy during the annual IEP meeting. In addition, at each annual review for students with disabilities, the District shall explain the policy and procedures and provide a copy of the policy and procedures to parents. A copy of the ISBE "Behavioral Interventions in Schools: guidelines may also be requested by contacting: Illinois State Board of Education, Division of Program Compliance, 100 North First Street, Springfield, IL 62777-0001, 217/782-6601, www.isbe.state.il.us.

USE OF ISOLATED TIME OUT AND PHYSICAL RESTRAINT

Isolated time out means the confinement of a student in an enclosure, whether within or outside the classroom, from which the student's egress is restricted. Physical restraint means holding a student or otherwise restricting his or her movements through the use of specific, planned techniques. Physical restraint does not include momentary person-to-person contact, without the use of material or mechanical devices, accomplished with limited force, to (1) prevent a student from completing an act that could result in potential harm to him/herself or others, or damage to property, or (2) removal of a disruptive student who is unwilling to leave the area.

Isolated time out and physical restraint shall only be used as a means of maintaining a safe and orderly environment for learning, and only when necessary to preserve the safety of students and others. Isolated time out and physical restraint shall not be used as a form of punishment. In addition, physical restraint shall not be used unless the student (1) poses a physical risk to him/herself or others, (2) there is no medical contraindication to its use, and (3) the staff applying the restraint have been trained in its safe application. A verbal threat is not considered a physical risk unless the student also demonstrates a means of or intent to carry out the threat.

Written procedures governing the use of isolated time out and physical restraint shall be developed by the Superintendent/Principal or designee.

Whenever isolated time out or physical restraint is used, the student's case manager shall be notified as soon as possible, and shall document the incident as set forth in the procedures governing isolated time out and physical restraint. Any incident that results in a serious injury to the student (as determined by the student, responsible parent or guardian, or staff) shall be reported to the Superintendent/Principal or designee. The Superintendent/Principal or designee shall investigate and evaluate the incident.

At least annually, the Superintendent/Principal or designee shall review the use of isolated time out and physical restraint, including: the number of incidents involving isolated time out and/or physical restraint; the location and duration of each incident; the staff members involved; any injuries or property damage that occurred; and the timeliness of parental notification and administrative review.

PSYCHOSTIMULANT MEDICATION

No student may be disciplined because of the refusal of the student's parents or guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student. Disciplinary consequences are based solely on the behavior of the student. At least once every two years, certified school personnel and administrators will receive in-service training on the current best practices regarding the identification

and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children. This policy does not prohibit school medical staff, an individualized educational program team, or a professional worker as defined by Section 5/14-1.10 of the School Code, 105 ILCS 5/14.10, from recommending that a student be evaluated by an appropriate medical practitioner or prohibit school personnel from consulting with the practitioner with the consent of the student's parent or guardian.

Amended Date(s):	March 24, 2005
Adopted Date:	November 14, 1995
Review Date:	
Law Reference:	105 ILCS 5/14-8.05 105 ILCS 2-3.130 105 ILCS 10-20.33 105 ILCS 10-20.35 Title 23 Ill.Adm.Code §§ 1.280; 1.285
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	Policy 5114, Student Discipline

Policy 5200, School Choice Policy

Students enrolled in a School identified for improvement, corrective action, or restructuring by the State Board of Education, or students enrolled in a School identified as persistently dangerous by the State Board of Education, may be offered school choice in accordance with federal law. In order to afford such students choice, the Superintendent or designee ~~shall~~ may, ~~to the extent practicable~~, establish a cooperative agreement with other districts in the area that have not been identified for improvement, corrective action, restructuring or as persistently dangerous.

A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. The Superintendent shall develop procedures for such transfers in accordance with State and federal law.

A student who is the victim of a violent crime on school grounds during regular school hours or during a school-sponsored event, may also request transfer under this policy. For purposes of this policy, a violent crime shall be defined by the Rights of Crime Victims and Witnesses Act, 720 ILCS 120/3. Parents/guardians of students eligible for transfer pursuant to the violent crime provision shall notify the Superintendent of their request to transfer within 30 days of the incident of violence. The Superintendent shall develop procedures to accommodate such requests.

Amended:

Adopted Date:

Review Date:

Law Reference: 105 ILCS 5/10-21.3a; 20 U.S.C. § 6316 et seq., *No Child Left Behind Act of 2001*; 725 ILCS 120/3

Related Policies:

Related Instructions

And Guidelines:

Cross Ref:

FIRST READING

THE SEAL OF THE SCHOOL



The Meaning of the Seal

The symbols of the seal stand for the name of the school,² the acorn and oak leaves for Oak, the three small trees for Park, the wavy lines for River, and the trees again for Forest. Thus, they represent Oak Park and River Forest.

The words on the seal are in the Greek language. In English, they are "Those Things That Are Best." They mean that each person should strive for the best things and high ideals. It is hoped that the motto will have this meaning for each teacher and student.

The seal, worked in orange and blue upon a deep blue background, serves as the school flag. The flag was designed by students in art classes. The seal is also prominently displayed on the wall at the west end of the main floor of the Student Center.

The seal has been registered for copyright and cannot be used except for official school business. It was originally designed by Mr. Lee M. Watson, a teacher in the school, and was first used in 1908. Mr. Arthur Pelz, Chairman of the Art Department, executed the handsome ceramic plaque displayed in the Student Center in 1968.

It shall be the policy and practice of ~~of the faculty of the~~ Oak Park and River Forest High School to encourage and develop in each student an attitude of patriotism and of loyalty to the Government of the United States of America and to the Flag of the United States.

The Flag shall be displayed in the proper manner, as determined by law and custom, in the buildings and on the grounds of the school (and shall be properly respected by students and faculty members). We accept flag etiquette as symbolic of loyalty to our nation and adopt as our own the sentiments expressed by President Woodrow Wilson in his Flag Day address in 1917:

"This Flag, which we honor and under which we serve, is the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation. The choices are ours. It floats in majestic silence above the hosts that execute these choices, whether in peace or in war. And yet, though silent, it speaks to us -- speaks to us of the past, of the men and women who went before us, and of the records they wrote upon it."

It is in this spirit that we would carry forward the work of education at the Oak Park and River Forest High School, that we may help our youth to be worthy of their heritage.

In the school philosophy, Oak Park and River Forest High School affirms that its primary task is for the formal education of youth; that the needs of each student must be central; that interaction between teacher and student is the heart of the school's learning process; that its objective is to inspire and **to** equip each student to find a constructive and responsible role as a caring citizen; that students must learn how to achieve both as competitors and cooperators; that ~~the~~ students must learn to respect, **to** understand, and to build on their own roots and the roots of others; and that it desires to foster a sense of the right, the good, the better, **and** the best as criteria for behavior. To achieve these goals, discipline is required of all students, staff, and parents.

Discipline has different meanings, each of which has ~~some~~ significant bearing on the behavior of **students** ~~the participants in the school community~~ and their progress and success in school. In an academic sense, discipline refers to the rigorous effort one must make to develop one's ability. In the context of school citizenship, each person is expected to act in accordance with established rules made **for** ~~of~~ the common benefit of all who comprise the school. A disruptive person or group deprives others of the opportunity to learn. In addition, discipline is ~~often~~ conceived as compliance with ~~the~~ authority required **for** ~~to give necessary~~ order and control, **and** ~~Lastly, discipline~~ is understood as correction **by** ~~the of some kind,~~ ~~the~~ reasonable consequence of undesirable behavior.

~~Good~~ **Discipline** creates a climate within the school, a setting where purposeful work, humanistic caring, and spontaneous fun combine and permeate ~~the~~ classroom, **hallway, activity, athletic, club, organization, etc.,** activities and ~~its~~ **their** interpersonal relationships. Attitude toward achievement, desire to meet commitments, habits of punctuality, consistent daily class preparation, and care for one's appearance and dress all reflect self-discipline and effect a sense of personal pride, **self-esteem**, and an identification with **and loyalty to** the school. The health, safety, and rights of each student to secure maximum advantage from the educational opportunity are protected along with the rights of all students and ~~the~~ staff.

The central work of the school takes place in the classroom. It is essential that order based on mutual respect exists in the classroom. It is here that students can be taught, inspired, stimulated, and challenged to develop their **full human** potential. Students respect teachers who know their subject, approach their classes with a serious but not humorless purpose, who plan lessons thoroughly, and who set reasonable and fairly administered standards of performance and behavior for themselves and their students.

Student behavior while at and in school and at school-sponsored activities of any kind are of central importance to fulfilling the District's mission and to a positive, productive, and effective teaching and learning environment. The District takes seriously and accepts responsibility for maintaining the highest level of student behavior in and at school and at all school-sponsored activities.

~~While classroom behavior is of central importance, the way in which students (and staff) interact with each other in our corridors, rest rooms, dining areas, athletic areas, and exterior grounds has a profound effect on the quality of the overall school experience. We therefore are equally concerned about discipline in these areas just as much as inside the classrooms, and we accept just as much responsibility for maintaining acceptable behavior in these areas as in the classrooms.~~

The school's intent is to encourage students to set their own goals and to assist them to attain and to evaluate them. At the same time, ~~the~~ students are to fulfill the expectations of each course, to respect the role of the teacher, and to understand the necessity for appropriate discipline. Discipline is neither autocratic nor repressive, but action taken as a supportive concern for a student in dealing with behavior. This concern stems from respect for the worth and dignity of each human being, sensitivity to another's needs and common group interest, and mutual respect given to and expected from the student and staff members.

~~All adult employees of the school district are charged with the serious responsibility for communicating and modeling positive behavior and behavioral expectations to our students and to each other. While some staff members will employees have a higher level of responsibility for following through with differing responsibilities regarding disciplinary procedures in specific instances, it is our policy to give all adult employees the standing and the support to communicate to students our expectations of acceptable behavior. all employees have the equal responsibility to engage students when there is misconduct and to enforce the Code of Conduct appropriately.~~

The administration of discipline should not be so threatening as to destroy a student's sense of self-worth, the desire and hope to improve, or the possibility for a fresh start. On the other hand, a student needs to know there are limits to unacceptable behavior. In those cases where a student repeatedly acts inappropriately and fails to respond to reasonable discipline or offers of special help, the rights and best interests of other students must be considered **and protected**.

There may be occasions when a student's misbehavior calls for immediate disciplinary action. ~~Good Discipline~~ calls for a cooperative working agreement among **THE CLASSROOM TEACHERS, COUNSELORS, DEANS, AND ADMINISTRATORS** all ~~adult~~ district employees. The school may need to employ **preventive measures, interventions, -suspensions,** and other means of communicating to students and their parents that undesirable behavior must stop. Within the safeguards of due process, the school - through teachers, counselors, ~~and~~ deans, **and administrators** - may curtail students' actions by modifying the daily schedule, placement, and in extreme cases that are properly documented, refer students to the Board of Education. The Board of Education has the statutory obligation to **develop and to enforce** ~~see that~~ reasonable rules ~~are developed and enforced~~ and may exclude students from school attendance. However, corporal punishment shall not be exercised as a means of student discipline by any school personnel.

~~The school district acknowledges that it has a~~ its responsibility and ~~a~~ commitment to assure that the **Code of Conduct** consequences **are equitably and fairly administered.** ~~of specific infractions not vary among students to the point of unfairness or apparent favoritism.~~ ~~However,~~ **In addition and equally as important,** we assign a ~~distinctly~~ higher priority to ~~the helping each individual student in his/her own~~ emotional and behavioral development of **students** as guided by ~~a~~ trained and experienced professional staff, and we give this value precedence over absolute uniformity in **the issuance Code of Conduct** ~~in the assessment of negative consequences..~~ We believe that ~~the exercise of~~ sound professional judgment, coupled with a system of constant monitoring of fairness by ~~the administrative staff,~~ can maintain proper balance between these ~~two occasionally conflicting~~ values. **ALL STAFF MEMBERS NEED TO SUBSCRIBE TO A BUILDING WIDE CONSENSUS ON DISCIPLINE.** While there is a reasonable expectation of similar consequences for the ~~same offenses,~~ this does not mean a rigorous, unthinking, inflexible, and automatic approach to discipline or a doctrinaire consistency. Each situation and a student's needs are to be examined in terms of the circumstance, past history, and hope to improve attitude and effort. The consequences of behavior should follow promptly. They should be clear and understandable to students and consistent in the sense that some consequences, determined by the situation, will occur. Students gain the maturity that equips them for life with the realization that consequences do flow from their behavior.

~~The p~~**Parents** and the family have a supportive role in discipline. The school **DESIRES** **THAT** ~~expects~~ parents ~~to~~ see that their child attends school regularly and comes properly prepared each day.

The staff at school, the family at home, **and** the student all gain from the fulfillment of these important and mutually supportive roles of discipline. Self-discipline and expectation of a high standard of performance exist in the world of work. The sense of discipline expected and developed in school serves as the foundation for success in a student's future role in life.

Amended Date(s):

Adopted Date: March 15, 1979

Review Date:

Law Reference:

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.: Policy 5114, Suspension and Expulsion

CHANGE OF GRADE

104-1

Any student's grade, which is permanently recorded or is communicated to a student's parents or guardian, may be changed by the ~~Superintendent~~/Principal when it is in the student's or District's best interest. Where a change of grade is made, the ~~Superintendent~~/Principal shall assume responsibility for determining the grade or evaluation and initial the change. The ~~Superintendent~~/Principal shall notify (1) the teacher responsible for the grade concerning the nature and reasons for the change, and (2) the parents or guardian of the student of the change, and 3) the superintendent of same.

Amended Date(s):

Adopted Date: April 23, 1992

Review Date:

Law Reference: Ill. Rev. Stat. ch. 122, par. 10-20.9a

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

DISCUSSION ITEMS

PHILOSOPHY OF GRADING

104

The philosophy of grading at Oak Park and River Forest High School strongly affirms and supports the school's philosophy of education "to provide all students a superior education so that they may achieve their full human potential." We believe that:

- Grading is a complex process that serves multiple roles; chief among these are evaluation, motivation, and communication.
- Grades, which range from A to F, are primarily indicators of the degree to which students have achieved the goals of a course.
- In accordance with the school's mission statement that "a partnership (exists) between the student, family, school and community," the responsibility for communication about grades should be shared at all times by teachers, students and parents.

Each teacher will provide and explain a Teacher Course Profile for each course that outlines expectations and the components to be used in determining a grade.

Attached is a definition of terms and communication responsibilities.

Amended Date(s):	June 26, 1999
Adopted Date:	October 18, 1979
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	

Policy 104, Definition of Terms

Curriculum:	a set of courses constituting an area of specialization.
Curriculum Guides:	the specific delineation of course content including course description, materials, objectives, topics and units as appropriate.
Course:	a class for which a student receives a grade.
Course Offerings:	the listing of the courses as they appear in the O.P.R.F.H.S. <u>Academic General Catalog</u> that includes <u>Course Descriptions</u> , which represent brief narrative summaries of course content.
Teacher Course Profile:	A one- to two-page document which contains the following: <ol style="list-style-type: none">1. <u>Course Description</u>.2. <u>AA</u> list of required textbook and materials.3. <u>AA</u> course outline which gives the concepts and content to be taught.4. <u>AA</u> listing of teacher expectations for homework, make-up work, grading factors and weights and office hours.5. <u>Other information as deemed necessary by the teacher such as attendance, classroom rules, extra credit, etc.</u>

Communication Responsibilities

Student

1. Be aware of his/her standing in a class at all times in relation to assignments, homework, tests and quizzes, and seek clarification from the teacher as necessary.
2. Seek extra help as needed.
3. Confer with the teacher following any absence from class about missing assignments and review the content covered during the student's absence.
4. Notify the teacher in advance of any planned absence to review what material will be covered and to obtain assignments.
5. Share Teacher Course Profiles with parents.

Teacher

1. Complete interim progress, eligibility and tracking reports as required by school policy.
2. Return parent letters, notes, phone calls, and/or emails in a timely fashion.

3. Notify parents when a student has the possibility of failing.
4. Complete grade sheets as required by ~~d~~District policy.
5. Return all assignments in a timely fashion.
6. Provide Teacher Course Profiles at the Open House and Parent/Teacher Conferences and upon request.

Parent

1. Contact the ~~dean~~counselor if progress reports or grade reports are not received.
2. Contact the counselor or teacher if the progress of a student is in question.
3. Attend parent/teacher conferences.
4. Attend Open House.
5. Call the appropriate division head if a counselor or teacher fails to contact the parent as requested.
6. Review the Teacher Course Profile for all classes in which his/her child is enrolled.

AUTOMATED EXTERNAL DEFIBRILLATOR USE

3610

The Board of Education shall provide automated external defibrillators (AED) in designated areas of the building for use in emergency situations. Further, in accordance with the requirements of the Physical Fitness Medical Emergency Act and the Automated External Defibrillator Act, the Administration shall establish procedures for responding to emergencies that may occur at the facility, as well as procedures for the use and maintenance of the District AED's.

Amended Date(s):

Adopted Date: May 26, 2005

Review Date:

Law Reference: Automated External Defibrillator Act, 410 ILCS 4/1 et seq.
Physical Fitness Facility Medical Emergency Preparedness
Act, P.A. 93-0910

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

PROCEDURES FOR PUBLIC ACCESS DEFIBRILLATION PROGRAM, POLICY 3610

I. Background

Consistent with the District's policy on Automated External Defibrillators (AEDs) and for the health and wellness of the District's staff, students, parents and visitors, Oak Park and River Forest High School hereby institutes procedures for a Public Access Defibrillation (PAD) program. AEDs are being provided through the PAD program for the treatment of Sudden Cardiac Arrest (SCA) on District property.

The PDA program stems from studies showing that successful early defibrillation programs can ensure delivery of defibrillation therapy during the first critical few minutes of SCA and that surviving SCA is largely dependent on how quickly the victim is defibrillated. These studies indicate that use of AEDs in providing a first shock delivery, by trained laypersons, within 3 to 4 minutes of SCA can save lives.

In light of the District's at-risk population, which includes staff, students, parents and visitors with known and undiagnosed cardiac disease, students participating in physical education and athletics and aging adults, the PDA program has the real potential to save lives.

The procedures set forth herein have been developed consistent with the Illinois Automated External Defibrillator Act, 410 ILCS 4/1 *et seq.*, rules and regulations promulgated by the Illinois Department of Public Health in accordance with said Act, 77 Ill. Adm. Code 525.100 *et seq.*, the School Board's AED policy and the procedures developed with the Oak Park Fire Department. These procedures are intended to govern the use of AEDs and provide appropriate AED training for District personnel, and they are designed to govern the use of AEDs during normal business/school hours. The procedures establish reasonable measures, protocols and procedures to ensure that AEDs are used only by trained AED users, maintained and tested according to manufacture guidelines and registered with the local EMS System. While the District assumes no responsibility for the use of an AED by non-District personnel, these procedures are not intended to prohibit someone properly trained in the use of an AED from using a District AED in an emergency situation.

II. Use, Number and Location of AEDs

AEDs may be used in medical emergencies by trained responders (as defined in Section III) and shall be used in accordance with the guidelines taught to trained responders during their training. Use of an AED should coincide with a request for an ambulance via the 911 system. Any person, whether a District trained responder or not, who uses a District AED shall report the incident to the School Nurse, or designee, as soon as practicable after the use and shall assist the School Nurse in complying with the reporting requirements contained in Section V.

The District shall initially install ~~five~~ five (5) AEDs. Additional AEDs may be acquired as needed. The initial AEDs shall be distributed within the District as set forth below, and the distribution of any subsequently acquired AEDs or the relocation of an existing AED shall be determined by the Superintendent, or his designee, with the advice of the Committee (as defined in Section VI). Additional AEDs have been distributed within the District as set forth below.

Initial Distribution of AEDs

~~Outside Room 234 Nurses Office – Outside of Health Services Office
– Room 234
Field House Corridor – Field House Corridor – North Wall
Hallway outside Girls' Pool – 1st Floor: Corridor Outside of East Pool
Student Center – Adjacent to Ticket Booth in Student Center
Athletic Trainer's Office – Trainer's Office in Field House~~

Additional Distribution of AEDs

~~Outside: Stadium Entrance East
2nd Floor Adaptive Gym Corridor
3rd Floor: 3 East Dance Studio Area
Outside of 3rd Floor Library Entrance
1st Floor: Corridor Outside of West Pool~~

~~Outside: Stadium East Entrance~~

~~1st Floor: Corridor Outside of East Pool~~

~~West Pool Area~~

~~Trainer's Office in Field House~~

~~Field House Corridor North Wall~~

~~Adjacent to Ticket Booth in Student Center~~

~~2nd Floor: Adaptive Gym Corridor~~

~~Outside of Health Services Office Room 234~~

~~3rd Floor: East Dance Studio Area~~

~~Outside of 3rd floor Library Entrance~~

~~Outside Room 234 Nurse's Office~~

~~Field House Corridor~~

~~Hallway outside Girls' Pool~~

~~Student Center~~

~~Athletic Trainer's Office~~

The Superintendent/Principal, or designee, in consultation with the manufacturers of the AEDs and the Committee, shall determine the placement of the AEDs, so as to maximize availability to all areas of a building and to minimize defibrillation response time. The initial five (5) AEDs shall be installed at the locations set forth in Exhibit A. As new AEDs are acquired and installed or existing AEDs relocated, Exhibit A shall be timely amended to reflect the new AED locations. Failure to so amend Exhibit A shall not in anyway invalidate or limit these procedures. —AEDs shall be stored as to be highly visible and otherwise compliant with the manufacturer's guideline and relevant law. Each AED shall be stored in a wall cabinet with an alarm system sufficient to indicate device removal, and each cabinet shall be stocked with the customary supplies necessary (i) to assist a trained responder in placement for maximum contact and (ii) to provide universal precaution for the trained responder.

III. Trained Responders

The District shall have trained responders. A person shall be deemed a trained responder once the person has successfully completed the American Heart Association Heartsavers course taught by the Oak Park Fire Department or upon the approval of the Committee, such similar, State-sanctioned course that may be offered by the Fire Department or other authorized entity. The School Nurse shall devise a plan for training health service personnel, physical education teachers, coaches, athletic trainers, Buildings and Grounds personnel, security personnel, and other District employees as appropriate.

The Office of Human Resources shall ensure that all trained responders are provided with timely opportunities for re-certification as required by the Illinois Department of Public Health's Automated External Defibrillator Code. Currently re-certification is required every two years.

IV. Maintenance of AEDs

The School Nurse and/or a employee of Buildings and Grounds shall conduct regular checks of the equipment and supplies of each AED. The Business Office shall contract with the manufacturer for annual maintenance of each AED. All documentation related to the maintenance and testing of the AEDs shall be maintained by the School Nurse at designated locations. At a minimum, the documentation shall include the date and type of maintenance/testing and the signature of the person performing the maintenance/testing.

The PAD program shall be registered with Loyola University Medical Center. The School Nurse shall serve as the District's liaison to the Oak Park Fire Department. The District shall provide the Oak Park Fire Department's Deputy Chief (i) a list of trained users at each site, (ii) a copy of the manufacturer's guidelines for the maintenance and training and documentation confirming that these guidelines are being met and (iii) any other information required by law. The District shall ensure that the Deputy Fire Chief has the most recent contact information for all relevant District personnel.

V. Reporting of Use

The District shall notify, by either fax or mail, the Oak Park Fire Department's Deputy Chief as soon as practicable, but in no event later than the end of the month in which the use of an AED occurred, of any event, incident or situation that results in the use of an AED, and the District shall comply with all reasonable, follow-up procedures established by the Oak Park Fire Department. In so notifying the Oak Park Fire Department, the District shall provide the following information related to each use of an AED:

- A. Date and time of the incident;
- B. Name of the person who determined a patient's unresponsiveness;
- C. Time that 911 was called;
- D. Initial heart rhythm;
- E. Number of times a patient was defibrillated;
- F. Name of the person who was defibrillated the patient;
- G. Final rhythm at the time or arrival of the first response vehicle:
 - 1. Breathing, Yes or No.
 - 2. Pulse, Yes or No.

The School Nurses shall conduct a critical incident debriefing session, to the extent practicable, within one week of any event, incident or situation that results in the use of an AED for all trained responders.

VI. Committee

The District shall establish and maintain a committee, comprised of both building and department representatives. The committee shall be known as the Oak Park and River Forest High School District 200 CPR/AED Committee, and it shall have the following responsibilities:

- A. To review, at least annually, the District's PAD program procedures;
- B. To review, as needed, the sufficiency and placement of AEDs;
- C. To identify, on an annual basis, all staff to be certified or re-certified and, in consultation with the School Nurses schedule the placement of certification classes on the school calendar;
- D. Prepare an annual report for the School Board on the PAD program.

The Committee shall consist of seven members appointed by the Superintendent/Principal, and shall include: the School Nurse, the Athletic Trainer, the Physical Education Department Head, and one member from Security, Buildings and Grounds, Faculty Senate, and the Classified Personnel Association. The School Nurse will serve as the chair of the Committee.

Exhibit A

AEDs shall be placed at the following locations:

~~Outside: Stadium East Entrance~~

~~1st Floor: Corridor Outside of East Pool~~

~~West Pool Area~~

~~Trainer's Office in Field House~~

~~Field House Corridor North Wall~~

~~Adjacent to Ticket Booth in Student Center~~

~~2nd Floor Adaptive Gym Corridor~~

~~Outside of Health Services Office Room 234~~

~~3rd Floor 3 East Dance Studio Area~~

~~Outside of 3rd floor Library Entrance~~

~~Outside Room 234 Nurse's Office~~

~~Field House Corridor~~

~~Hallway outside Girls' Pool~~

~~Student Center~~

~~Athletic Trainer's Office~~