

Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302
BOARD POLICY COMMITTEE MEETING
Monday, November 5, 2007
Immediately following Instruction Committee
Board Room
AGENDA

- I. Approval of Minutes (attachment)**
- II. Consideration of the following Policies for Second 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)
- III. Consideration of the following Policies for First Reading and Action**
 - A. Policy 1100, Partnership with the Community (attachment)
 - B. Policy 1120, Access to District Public Records (attachment)
 - C. Policy 1125, School Auxiliary Organizations (attachment)
 - D. Policy 1130, Use of Mailboxes and Mailing Privileges (attachment)
 - E. Policy 1140, Gifts to the District (attachment)
 - F. Policy 1150 Student, Publicity and Media Relations (attachment)
 - G. Policy 5155, Interviewing of Student by Law Enforcement Officers or Department of Children and Family Services Officials (attachment)
 - H. Policy 5157, Access to Student Directory Information (attachment)
- IV. Discussion**
 - A. Acceptance of Procedures for Policy 5114, Student Discipline (attachment)
 - B. Acceptance of Procedures for Policy 3610, Automated External Defibrillator
 - C. Policy 104, Philosophy of Grading (attachment)
 - D. Procedures for Addressing Anonymous Information about Student Violation of the *Code of Conduct*
- 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; John C. Allen and Sharon Patchak-Layman
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**Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302**

**POLICY COMMITTEE MEETING
October 17, 2007**

A Policy Committee meeting was held on Wednesday, October 17, 2007, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 9:27 a.m. Committee members present were John C. Allen IV (attended telephonically), Dr. Ralph H. Lee, Dr. Dietra D. Millard (departed at 10:12 a.m.), 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*.

Minutes

It was the consensus of the Committee members to accept the Policy Minutes of August, 2007, as presented.

It was the consensus of the Policy Committee members to accept the Policy Minutes of September 18, 2007, as amended.

It was noted that the procedures of Policy 5114, Student Discipline, would be reviewed at the next Policy Committee meeting.

It was also the consensus of the Policy Committee members to list all policies recommended for approval by the Board of Education under the Policy Section of the agenda for regular Board of Education meetings.

Consideration of Policies for Second Reading

Policy 5114-1, Suspension and Expulsion—Special Education

It was the consensus of the majority of the Policy Committee members to recommend that the Board of Education approve Policy 5114-1, Suspension and Expulsion—Special Education, for Second Reading and Amendment at its regular October meeting with the following adjustments:

Page 1, Item I, 1 st Line:	Replace “These procedures apply” with “This policy applies”
Page 1, Item II, Line 2:	Replace the word “on” with “no later than”
Page 1, Item III, 3 rd Para, Line 2:	Replace “procedures” with the word “policy”

Regarding Page 1, Item II, Line 2, Ms. Patchak-Layman desired tutoring to begin immediately to insure a student's academic progress. While Mr. Edgecombe concurred with Ms. Patchak-Layman philosophically, he stated that the policy language reflects the requirements of the School Code and he was concerned about writing into policy a more restrictive requirement. Mr. Rigas agreed with Mr. Edgecombe about not codifying something that differs from law. Dr. Weninger reiterated that tutoring services were provided at the earliest possible time.

Policy 5114-2, Behavioral Interventions and Isolated Timeout/Physical Restraint for Disabled Students

It was the consensus of the majority of the Policy Committee members to recommend that the Board of Education approve Policy 5114-2, Behavioral Interventions and Isolated Timeout/Physical Restraint for Disabled Students, for Second Reading and Amendment at its regular October Board of Education meeting with the following enhancements:

Page 2, 4th Para, Line 1: Add the words "and parent/guardian?" after the word "manager"
Throughout the Document: Replace words "Superintendent/Principal" with "Principal"

Ms. Patchak-Layman asked to include in the policy that an adult should always be present during a timeout. Mr. Edgecombe noted that this was part of the "procedures" of the Special Education Department. She also wanted all timeouts or physical restraint incidents reported to the Board of Education. It was noted that the Board of Education always has the prerogative of requesting information about any aspect of District operations, therefore specific reports did not need to be required through policy.

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 second reading and adoption at its regular October Board of Education meeting, as presented.

Consideration of Policies for First Reading

Policy 103, Philosophy of Discipline

It was the consensus of the Policy Committee members to recommend that the Board of Education approve Policy 103, Philosophy of Discipline, for First Reading and Action, at its regular October Board of Education meeting with the following enhancements:

Page 1, 2nd Para. Line 7: Add "respect for and" after the word "as"
Page 1, 2nd Para. Line 7: Delete the words "required for"
Page 1, 4th Para. Line 4: Add the words "and their students" after the word "subject,"
Page 1, 4th Para. Line 5: Add the words "are committed to student success" after the word thoroughly.
Page 2, 2nd Para. line 1: Replace "and" with " ,"

Page 2, 2nd Para. Line 1: Add the words “in developing, and”

Dr. Lee noted that the primary emphasis for the introduction of these changes was two-fold: 1) to include the entire District staff in giving them standing to express expectations of student behavior; and 2) to focus on personality development as a priority over punishment.

The Meaning of the Seal

It was the consensus of the Policy Committee members to recommend that the Board of Education approve The Meaning of the Seal for First Reading, at its regular October Board of Education meeting.

Policy 12, American Flag

It was the consensus of the Policy Committee members to recommend that the Board of Education approve Policy 12, American Flag, for First Reading, at its regular Board of Education meeting with the following enhancements.

Page 1, Para 1; Line 2: Replace “Loyalty” with “allegiance”
Page 1, Para 1, Line 2: Replace “Government” with “Constitution”

104-1 Change of Grade

It was the consensus of the Policy Committee members to recommend that the Board of Education approve Policy 104-1 Change of Grade, for First Reading, at its regular October Board of Education meeting with the following enhancement:

Page 1, Para 1, line 2: Add the words “teacher or” after the words “by the”

Adjournment

The Policy Committee adjourned at 10:35 a.m.

SECOND READING

THE SEAL OF THE SCHOOL



The Meaning of the Seal

The symbols of the seal stand for the name of the school, 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.

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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.

AMERICAN FLAG

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

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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.

POLICY 103, PHILOSOPHY OF DISCIPLINE

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 respect for and compliance with ~~the~~ authority 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 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 and their students, approach their classes with a serious but not humorless purpose, who plan lessons thoroughly are committed to student success, 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, to assist them in developing 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 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.

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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 judgement, 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.

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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 ~~teacher or~~ Principal when it is in the student's or District's best interest. Where a change of grade is made, the Principal shall assume responsibility for determining the grade or evaluation and initial the change. The 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.~~

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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.:

FIRST READING

PARTNERSHIP WITH THE COMMUNITY

1100

The Board recognizes that the high school works in partnership with the community to provide for the educational needs of its young people. From its beginnings, the high school's strength has come from the community's willingness to provide necessary resources and leadership.

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For community pride and confidence to flourish, it is necessary for citizens to have the opportunity to be fully informed, to express their opinions and expectations, and to influence the development of the school.

The Board of Education and school administration, therefore, accept the responsibility for encouraging the use of all appropriate means of keeping the community accurately informed about the school, for understanding community attitudes and aspirations for the school, and for initiating processes through which citizens may participate in the continued development of the school.

Amended Date(s):

Adopted Date: July 26, 1979

Review Date:

Law Reference:

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

ACCESS TO DISTRICT PUBLIC RECORDS

1120

The District's "public records" are those documents, tapes, photographs, letters, and any other recorded information or material, regardless of physical form or characteristic, that were prepared, used, received, or possessed by, or under the control of, the District, school, a school official, or an employee. Public records shall be preserved and cataloged, including e-mail messages, if they: (1) are evidence of the District's organization, function, policies, procedures, or activities; or (2) contain informational data appropriate for preservation. Public records that are required to be preserved and cataloged may be destroyed when authorized by the Local Records Commission.

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The Superintendent (or his/her designee) shall respond to requests made under the Illinois Freedom of Information Act from anyone desiring access to and/or copying of a District's public record. The Superintendent (or his/her designee) shall approve the request, unless,

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1. the requested material is,

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a. not a "public record" as defined in this policy;

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b. exempt from inspection and copying by the Freedom of Information Act or any other State or federal law; or

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c. not required to be preserved or cataloged; or

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2. complying with the request would be unduly burdensome.

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When responding to a request for a record containing both exempt and nonexempt material, the Superintendent (or his/her designee) shall delete exempt information from the record before complying with the request. Access to student records shall be in accordance with District Policy 5126, Student Records. The Board President or Superintendent shall report to the Board of Education at each regular meeting any Freedom of Information Act requests as well as the status of the response.

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The Superintendent shall implement this policy with administrative procedures. The Board of Education shall periodically establish copying fees.

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Amended Date(s):	March 24, 2005; October 26, 2000; April 23, 1992
Adopted Date:	June 28, 1984
Review Date:	
Law Reference:	5 ILCS 140/1 et seq., 105 ILCS 5/10-16.
Related Policies:	Policy 5126, Student Records
Related Instructions	
And Guidelines:	
Cross Ref:	

PROCEDURES FOR ACCESS TO DISTRICT RECORDS

Policy 1120

The following procedures have been established for the inspection and for the copying of the District records.

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I. ACCESS TO RECORDS

- A. A written request to inspect or to copy records must be submitted to the Assistant Principal for Student Services. The request must specify which records are to be inspected or copied.

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- B. The Assistant Principal for Student Services will comply with or deny written requests within seven (7) working days after the receipt of the request. The Assistant Superintendent for Pupil Support Services may extend the time limit for responding to a request for records for an additional seven (7) working days if

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Deleted: Superintendent for Pupil Support Services

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1. the requested records are stored in whole or in part at other locations than the office having charge of the requested records;
2. the request requires the collection of a substantial number of specified records;
3. the request is couched in categorical terms and requires an extensive search for the records responsive to it;
4. the requested records have not been located in the course of routine search and additional efforts are being made to locate them;
5. the requested records require examination and evaluation by personnel having the necessary competence and discretion to determine if they are exempt from disclosure under Section 7 of the Freedom of Information Act (the "Act") or should be revealed only with appropriate deletions;
6. the request for records cannot be complied with by the District within the time limits prescribed by the Act without unduly burdening or interfering with the operations of the District; and/or
7. there is need for consultation, which shall be conducted with all practicable speed, with another public body or among two or more components of a public body having a substantial interest in the determination or in the subject matter of the request.

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In the event of such delay, the Assistant Principal for Student Services shall notify the person who made the request by letter which shall include the reason(s) for the delay and the day by which the records shall be made available or the request be denied.

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- C. Any person denied access to records may appeal by sending a written notice to the Principal. Upon receipt of such notice, the Principal shall promptly review the public records, determine whether under the provisions of the Freedom of Information Act such record is open to inspection and copying and notify the person making appeal of such determination within seven (7) working days after the notice of appeal. Any person making a request for public records shall be deemed to have exhausted his/her administrative remedies with respect to such request if the Principal affirms the denial or fails to act within seven (7) working days after the notice of appeal.

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- D. The records shall be inspected or copies made at Oak Park and River Forest High School, 201 North Scoville Avenue, Oak Park, Illinois 60302, in the presence of the Assistant Principal for Student Services (or his/her designee).

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- E. The District reserves the right to limit individual inspection time to one hour on any single occasion.

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- F. The District must approve the equipment or method by which copies are made.

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II. LIMITATIONS ON ACCESS

Consistent with applicable law, a request to inspect or copy records may be denied whenever

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- A. the records are expressly exempt by Section 7 of the Freedom of Information Act; and/or

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- B. the records are in immediate use by persons exercising official duties which require the use of those records, provided that such records shall be made available for public inspection as soon as such records are no longer needed for such official duties, or within the legal time requirements, whichever occurs first.

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III. FEES

The District reserves the right to charge reasonably calculated fees to reimburse its actual cost for reproducing and certifying school records and for the use of equipment to copy records and shall not exceed the actual cost of reproduction and certification. A standard scale of fees shall be established by the Board and made public at the District's office.

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Documents shall be furnished without charge or at a reduced charge, as determined by the District, if the person requesting the documents states the specific purpose of the request and indicates that a waiver or reduction of the fee is in the public interest if the principal purpose of the request is to access and disseminate information regarding the health, safety and welfare or the legal rights of the general public and is not for the principal purpose of personal or commercial benefit. Requests by the news media for the principal purpose of accessing and disseminating information regarding the health, safety, or welfare or the legal rights of the general public are not considered to be for commercial benefit. In setting the amount of the waiver or reduction, the District may take into consideration the amount of materials requested and the cost of copying them.

Accepted Date(s):	March 24, 2005; October 26, 2000; April 23, 1992
Adopted Date:	June 28, 1984
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	

SCHOOL AUXILIARY ORGANIZATIONS

1125

Recognizing that community support is fundamentally related to the success of the educational programs at Oak Park and River Forest High School, the Superintendent may seek to build such support by granting school auxiliary status to organizations which meet the criteria and conditions set forth in this Policy. The Superintendent may limit the number of school-auxiliary organizations in order to avoid duplication of effort or conflict among organizations. The Superintendent may revoke school-auxiliary status should an auxiliary organization fail to meet the criteria specified in this Policy.

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Non-profit adult organizations based within the attendance area of Oak Park and River Forest High School may seek school-auxiliary status from the Board of Education. Such approval may be granted provided the primary purpose of the organization, as specified in its by-laws or constitution, supports the policies of curricular and co-curricular programs of Oak Park and River Forest High School. A member of the Board of Education and administration shall be appointed as a liaison to all auxiliary organizations.

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Organizations granted school auxiliary status will be assigned a room for meetings, on a space-available basis, as designated by the Superintendent (or his/her designee) and may utilize school facilities as specified under Policy 1130, Use of Mailboxes and Mailing Privileges.

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Amended Date(s):

Adopted Date: January 24, 2002

Review Date:

Law Reference:

Related Policies: POLICY 1130, Use of Mailboxes and Mailing Privileges

Related Instructions

And Guidelines:

Cross Ref.:

USE OF MAILBOXES AND MAILING PRIVILEGES

1130

Faculty and staff mailboxes in the Staff Center are for the purpose of receiving mail delivered under the auspices of the United States Postal Service, and for receiving internally generated documents necessary in the day-to-day operations of the school.

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These mailboxes are not to be used for general distribution of political documents; commercial, for profit documents, or for any purpose not officially sanctioned by the school.

Each qualifying auxiliary organization of the school is provided a mailbox. These organizations may distribute information to faculty and staff mailboxes regarding meetings and sponsored events. They may also request that information concerning their organizations be included in general school mailings already scheduled provided space is available.

Qualifying auxiliary organizations are the following

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Alumni Association APPLE Booster Club

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Citizens' Council Concert Tour Association

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Parent Teacher Organization

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Amended Dates:	February 24, 2005, January 24, 2002
Adopted Date:	April 23, 1993
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	Policy 1125, School Auxiliary Organizations

GIFTS TO THE DISTRICT

1140

This policy is established to govern the acceptance of all gifts, from any sources, made to Oak Park and River Forest High School, whether such gifts are lifetime gifts or gifts from estates. No gift may pose restrictions that obligate the District to unexpected expenditures or responsibilities, infringe on academic freedom, expose the District to adverse publicity, or involve unlawful discrimination and such gifts must be used in a manner compatible with the District's educational objectives and policies. While the Board of Education encourages unrestricted gifts, donations to fund specific purposes are acceptable if the Board of Education approves the purpose.

Recognition

The Board of Education shall recognize all gifts at its regularly scheduled Board meetings regardless of value. The identity of anonymous donors shall remain confidential; however, the Board of Education shall still recognize the gift and its use.

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Acceptance

All gifts above a minimum value of \$500 may be subject to review by the Board of Education prior to acceptance in accord with established procedures. The Superintendent (or his/her designee) is hereby authorized to establish procedures regarding the acceptance of gifts by employees in accordance with this policy.

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Anonymous Gifts

Gifts may be accepted anonymously; however, the identity of the donor must be provided to the Superintendent of the District and President of the Board of Education, and they shall determine if such a gift should be presented to the Board of Education for acceptance.

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All accepted gifts become the property of the District.

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Amended Date(s):

Adopted Date: January 24, 2002

Review Date:

Law Reference: 105ILCS5/16-1

Related Policies: Procedures for Policy 1140

Related Instructions

And Guidelines:

Cross Ref.: POLICY 100 STATEMENT OF PHILOSOPHY
POLICY 101 CULTURAL DIVERSITY and HUMAN

Policy 1150, STUDENTS, PUBLICITY AND MEDIA RELATIONS

The Board of Education and school administration accept responsibility for accurately communicating with their communities about the decision-making processes and activities of the school. On behalf of the District, the Superintendent (or his/her designee) shall be the official channel for communications with media representatives. Representatives of the media shall be encouraged to be in attendance at public meetings of the Board of Education and school events of general interest to parents and the larger community. Meeting announcements and other pertinent information shall be made available to the media in accordance with the Illinois Open Meetings Act.

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District 200 students may be photographed, videotaped, and/or interviewed by District 200 staff members, other students, District 200 parents or other authorized District-affiliated groups for informational and publicity purposes. The names, works, photographs, videos, and/or interviews of students may be used in various District or District-related publications, including, but not limited to, school yearbooks, school newspapers and newsletters, District 200 news releases, presentations at professional conferences and Board of Education meetings, District television productions, and the District websites. Such uses will be consistent with the Illinois School Student Records Act and the Family Educational Rights and Privacy Act.

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Representatives of non-District media shall have access to students age 17 and under on campus only with the approval of the Superintendent (or his/her designee) and with the written consent of parents or guardians of record given through a signed District Publicity Consent Form which is valid for one year. Students age 18 or over, without an appointed guardian, may provide their own consent. Such access shall be for purposes consistent with the District's mission and objectives. Publicity must not be for commercial purposes or gain. A staff member designated by the Superintendent (or his/her designee) shall be present during all interviews or photography sessions with students involving non-District media.

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Employees of the District have the right to speak with media representatives; however, comments by District employees other than the Superintendent (or his/her designee) shall not be deemed to be official statements or positions of the District.

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The Superintendent (or his/her designee) will develop written procedures to implement this policy.

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Amended Date(s):
Adopted Date: December 22, 2005
Review Date:
Law Reference: 105 ILCS 10/1 *et seq.* and 20 U.S.C. 1232g
Related Policies:
Related Instructions
And Guidelines:

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Policy 1150, STUDENTS, PUBLICITY AND MEDIA RELATIONS

The Board of Education and school administration accept responsibility for accurately communicating with their communities about the decision-making processes and activities of the school. On behalf of the District, the Superintendent (or his/her designee) shall be the official channel for communications with media representatives. Representatives of the media shall be encouraged to be in attendance at public meetings of the Board of Education and school events of general interest to parents and the larger community. Meeting announcements and other pertinent information shall be made available to the media in accordance with the Illinois Open Meetings Act.

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District 200 students may be photographed, videotaped, and/or interviewed by District 200 staff members, other students, District 200 parents or other authorized District-affiliated groups for informational and publicity purposes. The names, works, photographs, videos, and/or interviews of students may be used in various District or District-related publications, including, but not limited to, school yearbooks, school newspapers and newsletters, District 200 news releases, presentations at professional conferences and Board of Education meetings, District television productions, and the District websites. Such uses will be consistent with the Illinois School Student Records Act and the Family Educational Rights and Privacy Act.

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Amended Date(s):
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And Guidelines:

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**INTERVIEWING OF STUDENT BY LAW
ENFORCEMENT OFFICERS OR DEPARTMENT OF
CHILDREN AND FAMILY SERVICES OFFICIALS**

5155

It is the District's policy to cooperate with law enforcement agencies when they investigate unlawful activities by students. Such cooperation must be balanced, however, with the District's educational responsibilities and with respect for the legal rights of students and parents.

It is also the responsibility of all District staff to protect District students from abuse. All members of the District staff are mandated reporters under the Illinois Abused and Neglected Child Reporting Act and are legally required to cooperate with the Department of Children and Family Services when it investigates suspected instances of child abuse and neglect.

Whenever a law enforcement or agency official requests to interview a student at school, that request shall be handled according to the following procedures.

Requests by Law Enforcement Officers to Interview Students

- A. When a duly assigned police or other law enforcement official initiates a request to interview a student at school without a warrant, that request is to be referred to the Principal (or his/her designee), who will ask the purpose of the interrogation. The Principal will discourage such interviews but will permit them if the consent of a parent or guardian is obtained or an emergency need is shown.
- B. If the individual is not known to school personnel, identification is to be requested and reviewed. The officer's badge number will be noted. If any question exists as to the authenticity of identification or the individual's status as a law enforcement official, no further steps will be taken until such questions can be resolved.
- C. The Principal (or his/her designee) will attempt to inform the student's parent or guardian of the interview request and obtain consent for the interview.
- D. The interview request will not be granted until permission is obtained from the student's parent or guardian, except when the parent or guardian cannot be reached and the law enforcement official demonstrates to the satisfaction of the Principal (or his/her designee) that an emergency exists requiring immediate interview.
- E. If the parent or guardian refuses consent, the interview request will be denied.

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F. If the interview is conducted, the parent or guardian will be permitted to accompany the student. The Principal (or his/her designee) will provide an adequate and secure space for the interview. The Principal (or his/her designee) shall be present during the interview unless the parent or guardian is present. The interview shall not be observed by other school personnel or students.

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G. The law enforcement officer will not be permitted to remove a student from the school during the school day in the absence of a warrant unless the student is arrested or the permission of the parent or guardian is obtained.

H. If the law enforcement officer removes a student from the school pursuant to a warrant or arrest, the Principal (or his/her designee) shall be responsible to inform the parent or guardian as soon as possible.

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I. The Principal (or his/her designee) or any other staff who are involved in contact between law enforcement officials and students will take appropriate steps to protect student civil and constitutional rights and to ensure that contacts are as nondisruptive as possible to the educational functions of the District.

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DCFS Investigations

A. District employees shall cooperate with DCFS investigations of child abuse or neglect. Individuals who represent themselves to be DCFS investigators will be referred to the Principal's office where their credentials will be reviewed.

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B. Employees of DCFS or law enforcement officials conducting a child abuse/neglect investigation shall be provided an opportunity to see and interview specified students pursuant to established procedures of the District.

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C. When an investigator requests to interview or photograph a child at school, the Principal (or his/her designee) shall request permission to notify the child's parent. If the investigator denies permission, the Principal (or his/her designee) shall request a written statement from the investigator confirming the denial. If the investigator requests that the parent or guardian not be notified after the interview, written confirmation of that request shall also be obtained.

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D. The Principal (or his/her designee) shall notify the Superintendent of all such requests by the DCFS investigator.

E. The Principal (or his/her designee) shall request to be present for all student interviews. If any conflict arises between the investigator and the school official as to the conduct of the interview, the school official shall contact the investigator's supervisor or, if the supervisor does not resolve the matter satisfactorily, the District's attorney.

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- E. The Principal (or his/her designee) shall obtain the permission of the parent or guardian before a student is removed from school by a DCFS investigator or law enforcement official except pursuant to a valid arrest or the student is taken into temporary custody under the Abused and Neglected Child Reporting Act.

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Amended Dates:	March 26, 1998
Adopted Date:	January 22, 1976
Review Date:	
Law Reference:	325 ILCS 5/1 et seq. (Abused and Neglected Child Reporting Act)
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	

ACCESS TO STUDENT DIRECTORY INFORMATION

5157

List of names and addresses will not be provided to any individual or organization external to the school unless approved by the Superintendent (or his/her designee) or as otherwise specifically required by federal or state laws; however, upon the written request of an institution of higher education or a military recruiter, the District shall provide student directory information, consisting of students' names, addresses, and telephone numbers, to the institution of higher education or the military recruiter for recruiting purposes.

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A parent or guardian may request that the name or address of his/her child not be released to institutions of higher education or to military recruiters. Returning parents and students will annually receive information about the opt-out option during the registration process and will have not less than sixty (60) days to submit a request to opt-out. New parents and students shall be notified of the opt-out option upon enrollment in the District. New parents and students will have sixty (60) days following enrollment/registration to submit a request to opt-out.

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Amended Date(s):	January 23, 2003, December 18, 1997
Adopted Date:	January 22, 1976
Review Date:	
Law Reference:	20 U.S.C. 7908; 105 ILCS 5/10-20.5a
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	

DIGNITY

Discussion

PROCEDURES FOR STUDENT DISCIPLINE FOR POLICY 5114

I. General Guidelines

The Superintendent or designee, other administrators, the Program Coordinator of Student Safety, and Deans of Discipline may impose disciplinary sanctions as appropriate to the infraction and as outlined in this Policy and the Code of Conduct. Classroom teachers, when students are under their charge, are authorized to impose any appropriate disciplinary sanctions, as outlined in this Policy and the Code of Conduct,

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Deleted: Assistant Superintendent for Pupil Support Services

Deleted: other than suspension, expulsion, or in-school suspension

Students who violate the rules and regulations of the Code of Conduct will be subject to a range of disciplinary sanctions. The grounds for disciplinary action apply whenever the student's misconduct is reasonably related to school or school sponsored events or activities, including, but not limited to the following: (1) on, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group; (2) off school grounds at a school sponsored event or activity, or any event or activity which bears a reasonable relationship to the school; (3) traveling to or from school or a school-sponsored event or activity; or (4) anywhere, if the conduct may reasonably be considered to be a threat or an attempted threat or intimidation of a staff member, Board member or student, an interference with school purposes and/or an educational function or any conduct that may reasonably carry over into the school setting.

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Provided appropriate procedures are followed, disciplinary measures may include, but are not limited to the following: 1) a disciplinary conference; 2) the withholding of privileges; 3) seizure of contraband; suspension from school for up to ten (10) days; 4) expulsion from school and all school sponsored activities and events for a period of up to two calendar years; 5) notification of law enforcement authorities whenever the misconduct involves illegal drugs, controlled substances, look-a-like drugs, alcohol, weapons, or violations of local, state or federal law; 6) notification of parents or guardians of record with the District; removal from the classroom environment; 7) in-school suspension for a period not to exceed 5 school days;

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Students serving out of school suspensions or expulsions are prohibited from being on school grounds or in attendance at school sponsored activities or events unless other arrangements are approved by the Program Coordinator for Student Safety. School officials shall properly supervise students serving in-school suspensions, as well as before and after school detentions. Corporal punishment shall not be used. Teachers, other certified educational employees, and other persons providing a related service for or with respect to a student, may use

reasonable force as needed to maintain the safety of the student, other students, school personnel or other persons, or for the purpose of self-defense or defense of property.

A student who is subject to suspension or expulsion may be eligible for a transfer to an alternative educational setting.

Students shall be afforded due process as required by law prior to the imposition of disciplinary sanctions.

A. Parent-Teacher Advisory Committee (Known as the O.P.R.F.H.S. Joint Committee on Student Behavior and Discipline)

In compliance with The School Code of Illinois, the District shall establish a Parent-Teacher Advisory Committee for the purpose of reviewing the District's student discipline policies and procedures. The Advisory Committee shall make recommendations to the District regarding aggressive behavior on the part of students, including bullying, shall recommend procedures for notifying parents, and shall make recommendations regarding early intervention procedures based on available community and district resources. The Advisory Committee shall annually review the *Code of Conduct*.

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II. Code of Conduct

The Program Coordinator for Student Safety, with input from the Parent-Teacher Advisory Committee, shall develop a *Code of Conduct* that fully outlines the District's behavioral expectations of students. The *Code of Conduct* shall be presented annually to the Board of Education for its review and approval.

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The *Code of Conduct* shall be distributed annually to students and their parents or guardians of record with the District within fifteen (15) days of the beginning of the school year or a student's enrollment.

III. Legal Authority to Expel or Suspend

A. Section 10-22.6(a) of the Illinois School Code grants a Board of Education the authority to expel a student guilty of gross disobedience or misconduct. Expulsion may be for any length of time from eleven (11) days to two (2) calendar years. Only the Board of Education may expel a student, and this may occur only after the student and parents or guardians of record with the District have been requested to appear at a Hearing before a Hearing Officer appointed by the Board of Education.

- B. Pursuant to Section 10-22.6(b) of The School Code of Illinois, the Board of Education has conferred upon the Superintendent or designee, other administrators, the Program Coordinator for Student Safety and the Deans of Discipline the authority to suspend pupils guilty of gross disobedience or misconduct for a period not to exceed ten (10) consecutive school days. The Code of Conduct lists some of the specific types of misbehaviors that constitute gross disobedience or misconduct.

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IV. Suspension Procedures

A student may be suspended from school for up to ten (10) school days at a time for gross disobedience or misconduct. A ten (10)-day suspension will result in a discipline hearing, which could culminate in an expulsion. Disciplinary action based on conduct that occurs at the end of the school year may be extended into the following school year. The following procedures shall generally apply to students recommended for suspension.

Deleted: conduct which occurs at the end of the school year

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- A. Authorized school personnel will confer with any student who is under consideration for suspension prior to taking such disciplinary action, unless the student is unavailable.

- B. Prior to any suspension that would result in that would result in in the aggregate of ten days of suspension, authorized school personnel will ascertain whether the student is a special education student, or may be eligible for special education services. If so, authorized school personnel must also follow the District's special education procedures.

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- C. The student will be advised of the reason(s) for the proposed suspension and the evidence in support of the reason(s). The student will be given an opportunity to respond to the allegations.

- D. Authorized school personnel may then determine whether to suspend the student.

E. Parents or guardians of record shall receive written notice of the student's suspension via certified return receipt mail. The notice shall include the following: (a) a statement of the reason(s) for the suspension, including any school rule which has been violated; (b) the dates and duration of the suspension; and (c) a statement of the parent(s)' or guardian(s) of record's right to appeal the decision.

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E. . . When the student poses an immediate and continuing danger to persons or property, the student may be summarily removed from school without holding a suspension conference as set forth above. In such event, written notice, sent by certified mail or hand delivered by the Superintendent/Principal or designee will be given to the student and his/her parent(s) or guardian(s). The notice will request the student to attend a post-suspension conference as soon as possible after the notice is received. Failure to attend the scheduled conference will constitute a waiver of such conference. Regardless of the student's attendance at the post-suspension conference, the parent(s) or guardian(s) will be advised by written notice of any subsequent disciplinary decision.¶

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F. To appeal a suspension, a parent or guardian must make a written request to the Coordinator of Student Safety postmarked within three (3) calendar days after receiving written notice of the suspension. V. Expulsion Procedures

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Prior to any recommendation for expulsion, authorized school personnel will ascertain whether the student is a special education student or may be eligible for special education services. If so, authorized school personnel must also follow all special education procedures. The following procedures shall generally apply to students recommended for expulsion.

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VI. Notification

A. Suspension Procedures

Parents will receive verbal notice from the Discipline Dean of the reason for suspension followed by written notification. Notification of the date, time, and location of the Expulsion Hearing will be sent from the Office of the Program Coordinator for Student Safety. Written notification will be sent by certified mail or will be hand delivered.

B. The District will notify the parent(s) or guardian(s) of record by certified letter or by hand delivery of the proposed expulsion and the student's right to an expulsion hearing.

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C. The expulsion notice will include the following:

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1. a statement of the reason(s) for the proposed expulsion, including any District or school rule that has been violated;

2. the time and place of the expulsion hearing;

Deleted: 2. the potential maximum duration of the expulsion;¶

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3. a statement of the parent(s) or guardian(s) right to be present at the hearing and/or to be represented by an attorney or other representative;

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4. the District expectation that parents will notify the District of their intent to exercise their right to legal counsel;

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5. an explanation of how witnesses may be brought to the hearing.

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VII. Hearing

A. A Student Discipline Hearing shall be conducted by a Hearing Officer appointed by the Board of Education. However, the Board of Education reserves the right to preside over expulsion hearings consistent with Section 10-22.6 of the Illinois School Code.

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B. The student may attend the Hearing along with his/her parent(s) or guardian(s) and the student may be represented by an attorney or other representative. If the administrator recommending the expulsion has proof of notice of the Hearing being sent and received, the Hearing may proceed regardless of whether the student and his parent(s) or guardian(s) of record choose to attend.

C. The Hearing will be conducted as follows:

The Hearing Officer will make brief introductory comments and ask the parents/student if they have received written and verbal notification regarding the Hearing and the reason(s) for the suspension. The student will be asked if he/she had an opportunity to speak to his/her Discipline Dean or a school administrator regarding the incident. The Hearing Officer will inform the parents and student of their right to ask questions of any witness, Discipline Dean, or Administrator and will state the right of the student to not testify if they so choose. The Hearing Officer will also explain the sequence that will be followed.

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2. School officials present information.

Deleted: Authorized school personnel and the student, or his/her representative, may make short opening statements concerning both the charges of gross disobedience/misconduct and the appropriate discipline.¶

3. The student or his/her representative may then present evidence to refute the charges. The District may cross examine all witnesses in attendance at the Hearing and review any written evidence presented by the student or representative.

Deleted: Authorized school personnel will first present evidence. The student or representative may cross examine all witnesses in attendance at the Hearing, and review any written evidence presented by authorized school personnel.

4. The Hearing Officer or Board of Education or District personnel, at any time, may direct questions to the parties or their witnesses.

5. Student witnesses may be requested to testify at a Hearing. Parents requesting a student witness must notify the school in advance of the Hearing and give ample time for the school to request permission for their student to testify. No student witnesses may testify if he/she declines to do so based on the reasons delineated in The School Code of Illinois and/or his/her parent(s) object to them giving testimony. Authorized school personnel may provide a written summary in which the identity of a student witness is concealed if any imminent fear of reprisal exists.

Deleted: If a parent or student wishes to call a student witness to testify at a Hearing,

Deleted: it is their responsibility to arrange for the student witness to be in attendance.

6. Authorized school personnel and the student or his/her representative may make closing statements at the conclusion of the Hearing

concerning both the issue of gross disobedience/misconduct and the issue of appropriate discipline.

7. The Hearing Officer shall prepare a written summary of the testimony and evidence received at the Hearing.

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VIII. Administrative Review Committee Action

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The Hearing Officer's report shall be forwarded to the Administrative Review Committee, who will review the report to determine whether to recommend expulsion to the Superintendent. The Superintendent will then determine whether that expulsion recommendation shall be brought to the Board of Education. The parent or guardian of record shall be notified of the Administrative Review Committee's determination. If the Superintendent decides to recommend expulsion, the Board of Education shall be provided a copy of the Hearing Officer's Report.

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IX. Board Action

- A. If the Administrative Review Committee decides to recommend expulsion to the Superintendent and the Superintendent agrees, the Superintendent will forward an expulsion recommendation to the Board of Education. The Board of Education shall consider the Hearing Officer's written report in executive session.

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- B. The Board will determine and make findings on the following two issues:

- _____ 1. the validity of the charges of gross disobedience or misconduct;
and
2. the appropriate disciplinary measure, if any, if the charges are upheld.

The parent or guardian of record shall be notified of the Board of Education's determination.

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Accepted Date(s):	November 18, 2004; March 21, 2002;
Amended Date(s):	December 18, 1997; January 28, 1993; November 28, 1990; May 5, 1986,
Adopted Date:	April 22, 1982
Review Date:	

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Law Reference: Related Policies: Related Instructions And Guidelines: Cross Ref:
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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 (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.

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Initial Distribution of AEDs

~~Outside Room 234 Nurses Office – Outside of Health Services Office – Room 234~~

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~~Field House Corridor – Field House Corridor – North Wall~~

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~~Hallway outside Girl's Pool – 1st Floor: Corridor Outside of East Pool~~

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~~Student Center – Adjacent to Ticket Booth in Student Center~~

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~~Athletic Trainer's Office – Trainer's Office in Field House~~

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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

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~~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~~

Deleted: 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.

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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 of 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 2 East Dance Studio Area~~
~~Outside of 3rd floor Library Entrance~~

~~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~~
~~Outside: Stadium Entrance East~~
~~2nd Floor Adaptive Gym Corridor~~

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Deleted: Outside Room 234 – Nurse's Office!
 Field House Corridor!
 Hallway outside Girls' Pool!
 Student Center!
 Athletic Trainer's Office

3rd Floor: 3 East Dance Studio Area

Outside of 3rd Floor Library Entrance

1st Floor: Corridor Outside of West Pool

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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.	Deleted: ¶
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. Academic Catalog that include course descriptions, which represent brief narrative summaries of course content.	Deleted: General Deleted: s Deleted: C Deleted: D Deleted: : Deleted: C Deleted: D Deleted: A Deleted: A
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>A list of required textbook and materials.</u>3. <u>A course outline which gives the concepts and content to be taught.</u>4. <u>A listing of teacher expectations for homework, make-up work, grading factors and weights and office hours.</u>5. <u>Other information as deemed necessary by the teacher such as attendance, classroom rules, extra credit, etc.</u>	Formatted: Bullets and Numbering

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 District policy.

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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 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.

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