I. Approval of Minutes (attachment)

II. Consideration of the following Policies for First Reading and Action
   A. The Mean of the Seal (attachment)
   B. Policy 12, American Flag (attachment)
   C. Policy 101A, Gender Equity (attachment)
   D. Policy 103, Philosophical Statement on Student Discipline (attachment)
   E. Policy 104, Philosophy of Grading (attachment)
   F. Policy 104-1, Change of Grade (attachment)

III. Consideration of the following Policies for Second Reading and Action
   A. Policy 20, Board of Education (attachment)
   B. Policy 5114, Student Discipline (attachment)
   C. Policy 5114-1, Suspension and Expulsion for Students with Disabilities (attachment)
   D. Policy 5114-2, Behavioral Interventions and Isolated Time Out/Physical Restraint for Disabled Students (attachment)
   E. Policy 5200, School Choice (attachment)

III. Discussion
   A. District 200’s Decision and Appeals Process and District 200’s Suspension/Expulsion Process (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
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; Wyantetta 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.
FIRST

READING
THE SEAL OF THE SCHOOL

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.

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 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.
GENDER EQUITY

No student or employee shall, on the basis of his or her gender, be denied equal access to courses of instruction, programs, activities, services, employment opportunity or employment benefits of Oak Park and River Forest High School District No.-200, subject to applicable state and federal laws and regulations. The Superintendent/Principal or designee shall promulgate administrative procedures implementing this policy, including the appointment of a Gender Equity Coordinator and the establishment of a procedure to resolve or process a grievance or complaint under this policy.

Amended Date(s):
Adopted Date: May 27, 1993
Review Date:
Law Reference:
Related Policies:
Related Instructions
And Guidelines:
Cross Ref.:
Gender Equity Procedures, Policy 101-A

I. Equal Access to Programs and Activities

District policy provides that no student shall, on the basis of his or her gender, be denied equal access to the District’s programs, activities, services or benefits, as required by state and federal laws and regulations. Specific applications of this policy are discussed below:

A. Education Programs

1. Course Offerings. The Gender Equity policy applies to all course offerings. This policy, however, does not prohibit:

   a. grouping of students in physical education classes and activities by ability as assessed by objective standard of individual performance developed and applied without regard to gender;

   b. separation of students by gender within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other bodily contact sports;

   c. separation of students by gender in classes dealing exclusively with human sexuality; and,

   d. separation of persons based on vocal range or quality even though such separation may result in chorus or choruses of one or predominately one gender.

2. Athletics. The Gender Equity policy applies to all athletic programs or activities, except that separate teams for members of each gender may be operated:

   a. When the sport involved is a contact sport or where selection for the separate teams is based upon competitive skill; and

   b. Provided that where there is no such team for the excluded gender, members of the excluded gender
may be allowed to try out for the team. Eligibility to try out and/or participate on the team shall be determined by the District on a case-by-case basis. Moreover, equal athletic opportunity shall be provided for members of both genders, including equal provision for equipment, supplies, coaching, facilities, services and publicity, except that unequal aggregate expenditure of funds for members of each gender or male and female teams will not in and of itself constitute a violation of this policy.

3. **Counseling.** Applies to all counseling and guidance activities, including all appraisal and counseling materials.

4. **Textbooks.** Nothing in this policy shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

B. Other Activities or Facilities

1. **Financial Assistance.** Applies to offering scholarships or other aid or assisting non-school organizations in the offering of scholarships or other aid to students of this district.

2. **Employment Assistance.** Applies to all efforts to place students in employment. The District shall, as part of any employment assistance program for students, ensure that all employment opportunities are made available without discrimination on the basis of gender and refuse participation in its student employment program to employers who would practice such discrimination.

3. **Health and Insurance.** Applies to all health or insurance policies offered to students but does not prohibit providing benefits or services which may be used by a different proportion of students of one gender than of the other, including family planning. If full coverage is provided, such coverage must include gynecological care.

4. **Housing.** Nothing in this policy shall be interpreted as prohibiting the separation of students by gender in housing
for field trips or other reasons. Such separate housing must be comparable in quality and availability.

5. **Toilet, Locker and Shower Facilities.** Separate toilet, locker and shower facilities shall be provided on the basis of gender. Such facilities shall be comparable to similar facilities provided for students of the other gender.

6. **Marital, Family or Parental Status.** No rule on marital, family or parental status that treats one gender differently from the other gender shall be applied or enforced.

7. No agency or organization which discriminates on the basis of gender in the provision of any aid, benefit, or service to students shall be assisted by the School District in the provision of facilities or the distribution of promotional and recruiting literature as exempted under Sections (b), Financial Aid Established by Certain Legal Instruments, and (c), Athletic Scholarships, of 86.37 of Title IX: (b-1) "A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of particular sex specified therein; provided, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex" and (c-1) "To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics."

C. **District Employment Activities**

Applies to all aspects of the District's employment programs, including but not limited to, recruitment, advertising, process of application for employment, promotion, granting of tenure, termination, layoffs, wages, job assignments, leaves of absence of all types, fringe benefits, training programs, employer-sponsored programs, including social or recreational programs and any other
term, condition or privilege of employment. Specifically, the following personnel employment practices are prohibited:

1. **Tests.** Administration of any test or other criterion which has a disproportionately adverse effect on persons on the basis of gender unless it is a valid predictor of job success and alternative tests or criterion are unavailable.

2. **Recruitment.** Recruitment of employees from entities which furnish as applicants only or predominately members of one gender, if such action has the effect of discriminating on the basis of gender.

3. **Compensation.** Establishment of rates of pay on the basis of gender.

4. **Job Classification.** Classification of jobs as being for males or females.

5. **Fringe Benefits.** Provision of fringe benefits on basis of gender; all fringe benefit plans must treat males and females equally.

6. **Marital and Parental Status.** Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purposes and shall be accorded the same treatment by the District as are all other temporary disabilities. No inquiry shall be made by the District in job applications as to the marriage status of the applicant, including whether such applicant is "Miss, Ms. or Mrs." But inquiry may be made as to the gender of a job applicant for employment if made of all applicants and is not a basis for discrimination.

7. **Employment Advertising.** Any expression of preference, limitation, or specification based on gender, unless gender is a bona fide occupational qualification for the particular job in question.
II. Policy Enforcement

To ensure compliance with this policy, the Superintendent/Principal shall:

A. Designate a member of the administrative staff

1. to coordinate efforts of the district to comply with this policy;
2. to develop and ensure the maintenance of a filing system to keep all records required under this policy;
3. to investigate any complaints of violations of this policy;
4. to administer the grievance procedure established in this policy; and
5. to monitor employment practices and to develop affirmative action programs, as appropriate where necessary to comply with the policy.

B. Provide for the publication of this policy on an ongoing basis to students, parents, employees, prospective employees and employee unions or organizations, such publication to include the name, office address and telephone number of the Gender Equity Coordinator designated pursuant to this policy in paragraph B.1.

C. Provide inservice training implementing the gender equity policy to School District administrators and to certificated and non-certificated personnel as needed.
Grievance Procedure for Policy 101-A, Gender Equity

Grievance Procedure

No person in the United States shall, on the basis of gender, be excluded from employment, participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

In accordance with Title IX, the Board of Education has adopted the following grievance procedure providing for the resolution of student, parent, and employee complaints alleging violation, misinterpretation, or misapplication of any of the terms of Title IX as applicable to School District 200.

I. Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the alleged complaints of gender discrimination. Since it is important that a grievance be processed as rapidly as possible, the number of days indicated at each step should be considered as maximum and an effort should be made to expedite the process.

II. Definitions

A. "Days" means working days, for grievances filed by employees, and school attendance days, for grievances filed by students or parents.

B. "District" means Oak Park and River Forest High School District 200.

C. "Employee" means a person who is, on a permanent basis as opposed to a temporary basis, on the payroll of the District.

D. "Grievance" is a complaint alleging action by the District in violation of Title IX or the implementing regulations.

E. "Gender Equity Coordinator" means the employee designated by the District to coordinate its efforts to comply with and carry out its responsibilities under Title IX and the implementing regulations. The Gender Equity Coordinator is not responsible to make judgments. The Coordinator is solely responsible to monitor and document compliance with this policy.

F. "Student" means a person enrolled in the school operated by the District.
PROPOSED CHANGES

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 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 is 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 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
PHILOSOPHY OF GRADING

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.
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. Academic General Catalog that includes course descriptions, which represent brief narrative summaries of course content.

Teacher Course Profile: A one- to two-page document which contains the following:

1. Course Description
2. A list of required textbook and materials.
3. A course outline which gives the concepts and content to be taught.
4. A listing of teacher expectations for homework, make-up work, grading factors and weights and office hours.
5. Other information as deemed necessary by the teacher such as attendance, classroom rules, extra credit, etc.

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.
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 or 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.
CHANGE OF GRADE

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:
Related Policies:
Related Instructions
And Guidelines:
Cross Ref.:
SECOND

READING
I. **AUTHORITY**

The powers and duties of the Board of Education are defined by the statutes of the State of Illinois and directed by the precedents of common law. Local schools and local school districts are the products of legislative action and are subordinate to the State of Illinois. The state legislature has, however, followed the pattern of delegating the operation of the local school district to a local Board of Education and has granted it specific powers. The Board also has powers implied, necessarily incidental, and essential to achieve its purposes.

The powers and duties of the Board of Education include but are not limited to:

A. Formulating, adopting, and modifying Board of Education policies, at its sole discretion, subject only to mandatory collective bargaining agreements; and State and federal law.

B. Employing a Superintendent/Principal and approving personnel employment and dismissal recommendations.

C. Directing, through policy, the Superintendent/Principal, in his or her charge of the District’s administration.

D. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District’s financial operation.

E. Entering contracts using the public bidding procedure when required.

F. Providing, constructing, controlling, supervising, and maintaining adequate physical facilities.

G. Approving the curriculum, textbooks, and educational services, as recommended by the Superintendent.

H. Evaluating the educational program and approving School Improvement and District Improvement Plans when they are required to be developed or revised.

I. Establishing and supporting student discipline policies; designed to maintain an environment conducive to learning, including hearing individual student expulsion cases brought before it.

J. Annually developing goals of the Board of Education and the District.

II. **ELECTION**

The Oak Park and River Forest Board of Education shall consist of seven (7) members elected pursuant to provisions of *The School Code of Illinois*. School District elections are non-partisan, governed by the general election laws of the
State, and include the election of Board of Education members, various public policy propositions, and advisory questions. Board of Education members are elected at the consolidated election. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The election authority conducts the canvass of votes within twenty-one (21) days after the election. The Board of Education’s election duties are:

A. The Board, by proper resolution, may place public policy propositions on the ballot;
B. The Board President, Secretary, and the member with the longest continuous service, whose nominating petition is not being challenged or who is not running for re-election will compose the Education Officers Electoral Board to hear and rule on objections to candidate nominating petitions and voter petitions; and
C. The Board Secretary or Clerk of the Board serves as the local election official, assisted by designated representatives appointed by the Board.

The term of office for a Board of Education member begins immediately after:

A. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover;
B. The successful candidate takes the oath of office as provided in Section III. Board of Education Oath and Conduct, the next session.

The term ends four (4) years later when the successor assumes office.

III. BOARD OF EDUCATION OATH AND CONDUCT

Each Board of Education member, before taking a seat on the Board, shall take the following oath of office:

I, (name) do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Oak Park and River Forest High School, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:
I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

I shall encourage and respect the free expression of opinion by my fellow Board of Education members and others who seek a hearing before the Board of Education, while respecting the privacy of students and employees;

I shall recognize that a Board of Education member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board of Education meeting; and

I shall abide by majority decisions of the Board of Education, while retaining the right to seek changes in such decisions through ethical and constructive channels.

The Board of Education President will administer the oath in the next open Board of Education meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board of Education member with the longest service on the Board of Education will administer the oath.

The Board of Education adopts the Illinois Association of School Boards' Code of Conduct for Members of School Boards.”

III-IV. ORGANIZATIONAL BOARD OF EDUCATION MEETING

In odd-numbered years, the Board of Education will establish a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within twenty-eight (28) days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover.

At the organizational meeting the following shall occur:

A. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided under the section on Board of Education Oath and Conduct.

B. The new Board of Education members shall be seated.

C. The Board of Education shall elect its officers who assume office immediately upon their election.

D. The Board of Education shall fix a time and date for its regular meetings.
V. OFFICERS - ELECTIONS AND DUTIES

The Board of Education officers are: President, Vice President, and Secretary. These officers are elected at the Board of Education's organizational meeting.

A. President

The president of the Board of Education shall be elected by the members of the Board from among their number and serve for one year.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

If the president is absent from any meeting, or refuses, or is unable to perform the required duties, the vice-president shall serve as president pro tempore.

B. Vice President

A vice president of the Board of Education shall be elected by the members of the Board from among their number and serve for one year. The vice president shall perform the duties of the president if there is a vacancy in the office of president or in case of the president's absence or refusal or inability to act.

A vacancy in the Vice Presidency is filled by a majority vote of the sitting Board of Education members special Board election.

C. Secretary

The secretary of the Board of Education shall be elected by the members of the Board from among their number and serve for one year.

If the secretary is absent from any meeting, or refuses, or is unable to perform the required duties, a secretary pro tempore shall be appointed from among the members of the Board.

VII. SPECIAL AND STANDING COMMITTEES

The Board of Education may establish committees to assist with the Board of Education's governance function and, in some situations, to comply with State
law requirements. These committees are known as Board of Education committees and report directly to the Board of Education. Committee members may include both Board of Education members and non-Board of Education members depending on the Committee's purpose. The Board of Education President makes all Board committee appointments, unless specifically stated otherwise. Board committee meetings shall comply with the Open Meetings Act. A Board Committee may not take final action on behalf of the Board of Education, it may only make recommendations to the Board.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to the Superintendent or to other staff members.

VIIH. BOARD OF EDUCATION MEETINGS

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein, as well as in the Open Meetings Act. The Board of Education is committed to having meetings which are open, accessible, and held at times convenient for the public. Unless otherwise specified, all meetings are held in Room 213 of the Oak Park and River Forest High School located at 201 N. Scoville Avenue, Oak Park, Illinois.

X-VIII. DISTRICT WEBSITE

The Clerk of the Board or designee shall post the Board of Education’s annual schedule of regular meetings, which shall remain posted until the Board of Education approves a new schedule of regular meetings; the public noticed of all Board of Education meetings; and the agenda for each regular meeting, which shall remain posted until the regular meeting is concluded.

IXIX. AGENDA

The president of the Board of Education is responsible for focusing the Board of Education meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before Board of Education Action. Any Board of Education member may request the withdrawal of any item under the consent agenda for independent consideration. Any Board of Education member with topics they would like discussed may contact the President of the Board of Education, the Superintendent, the respective committee chair, or the Clerk of the Board about including those items on an agenda.
The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board of Education member at least 48 hours before each meeting, except a meeting held in the event of an emergency.

The Board of Education President shall determine the order of business at regular Board of Education meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

X. QUORUM AND VOTING

The District is governed by a Board of Education consisting of seven members. The Board of Education’s powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District’s schools.

Official action by the Board of Education may only occur at a duly called and legally conducted meeting at which a quorum is physically present. Four members, a majority of the full membership, shall constitute a quorum. Board of Education members, as individuals, have no authority over school affairs, excepted as provided by law or as authorized by the Board of Education.

Unless otherwise provided by law, when a vote is taken upon any measure before the Board of Education, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of “abstain” or “present,” or a vote other than “yea” or “nay,” or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of “abstain” or “present,” or a vote other than “yea” or “nay,” or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board’s minutes.

A quorum of the Board of Education must be physically present at all Board of Education meetings. A majority of the full membership of the Board of Education constitutes a quorum.

Provided a quorum is physically present, a Board of Education member may attend a meeting by audio conference if he or she is prevented from physically attending because of 1) personal illness or disability, 2) employment or District business, or 3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the Clerk of the Board or Superintendent at least 24 hours before the meeting unless advance
notice is impractical. The recording secretary or Superintendent/Principal will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board of Education meeting including voting on any item, provided the Board of Education member participating electronically is in possession of documents related to the vote being taken. The meeting must be open to the public or have been properly closed in accordance with law.

Actions of the Board of Education shall be taken in accordance with the laws of the State of Illinois, the customs of the Board, and the judgment of the president. The president may refer to the procedures outlined in the current edition of Robert's Rules of Order as a guideline. When a vote is taken upon a measure before the Board, a quorum being present, a majority of the votes of the members voting on the measure shall determine the outcome thereof except where exceptions are set forth in The School Code of Illinois.

XII. AUTHORITY OF MEMBERS

The Board and its individual members may act only in a properly convened meeting, and no member shall have the authority to act for the Board or under the title of a Board position unless specifically authorized by statute or by the Board at such meeting.

XIII. MINUTES

The Board Secretary or Clerk of the Board shall keep written minutes of all Board of Education meetings (whether open or closed), which shall be signed by the President and the Secretary. They shall include the following:

A. The meeting's date, time and place;
B. Board of Education members recorded as either present or absent;
C. A summary of the discussion on all matters proposed, deliberated or decided and a record of any votes taken;
D. A record of who voted yea and nay on all matters requiring a roll call vote;
E. If the meeting is adjourned to another date, the time and place of an adjourned meeting;
F. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act authorizing the closed meeting;
G. A record of all motions, the members making the motion and the second; and
H. The type of meeting, including any notice and, if a reconvened meeting, the original meeting’s date.

The minutes shall be submitted to the Board of Education at its next regularly scheduled open Board meeting for approval or modification.

At least semi-annually in an open meeting, the Board: (1) reviews minutes from closed meetings that are currently unavailable for public release, and 2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board of Education may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The Board of Education’s meeting minutes must be submitted to the Township Treasurer on the first Monday of April and October, and at other times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary or Clerk of the Board. Open meeting minutes are available for inspection during regular office hours within seven days after the Board’s approval; they may be inspected in the District’s main office, in the presence of the Secretary, the Superintendent/Principal or designee, or any Board of Education member. Minutes from closed meetings are likewise available, but only if the Board of Education has released them for public inspection. Only minutes that have been approved by the Board are available. The minutes shall not be removed from the Superintendent/Principal’s office except by vote of the Board of Education or by court order.

The Board of Education’s open meeting minutes shall be posted on the District website within seven days after the Board of Education approves them; the minutes will remain posted for at least 60 days.

**Verbatim Record of Closed Meetings**

The Board Secretary or Clerk of the Board shall audio record all closed meetings. If the Secretary or Clerk is not present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the Secretary or Clerk shall assume this responsibility. After the closed meeting, the Secretary or Clerk shall store the audio recording in a secure location. The Superintendent/Principal shall ensure that: 1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and 2) a secure location for storing closed meeting audio recordings is maintained close to the Board’s regular meeting location.
During the Board’s semi-annual meetings to review the closed session minutes, the Board will also review the audio recordings of closed meetings in order to determine whether: (1) there continues to be a need for confidentiality, or (2) the recordings no longer require confidential treatment and are available for public inspection. At no time will an audio recording be released that would violate State or federal privacy or confidentiality requirements, including, but not limited to, any matter concerning (1) a named student, (2) an employee’s or applicant’s personnel file and personal information, (3) school security plans, (4) communications between the Board and an attorney representing the District, and (5) all information exempted from disclosure under the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

After eighteen (18) months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members have access to recordings of closed meetings for the sole purpose of forming an opinion on the recordings continued confidential-status in preparation for the Board’s semi-annual meeting to review the closed session minutes and audio recordings. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings shall not be used by Board members to confirm or dispute the accuracy of recollections.

XIII. Board of Education Policy Development

The Board of Education governance includes the development and adoption of written policies. Written policies ensure legal compliance, establish Board processes, articulate District goals, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

<table>
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<th>December 21, 2006; April 27, 2006; December 18, 2003; June 27, 1996; April 23, 1992; June 28, 1984; June 28, 1984; January 19, 1982; March 19, 1981; March 15, 1979</th>
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Related Policies:
Related Instructions
And Guidelines:
Cross Ref.:
STUDENT DISCIPLINE

The Board of Education delegates authority to the Superintendent/Principal or designee, other administrators, the Program Coordinator of Student Safety, and Deans of Discipline to take disciplinary action against any student guilty of disobedience or misconduct. Such disciplinary action may include suspension for up to ten (10) days and recommendations to the Board of Education for expulsion as permitted under the School Code of Illinois. In determining whether a student will be suspended or recommended for expulsion, the Board’s authorized school personnel will take into consideration the context, the student's intent, attitude, degree of involvement, and the harm done. Suspension and expulsion recommendations are expected to be consistent with the current Code of Conduct. Suspension and expulsion of Special Education students shall be in accordance with Article X 10.01.1, J of "The Rules and Regulations to Govern the Administration and Operation of Special Education," Board Policy 5114-1, and applicable State and federal law.

Disobedience or misconduct, which may lead to disciplinary action pursuant to the provisions of Section 10.22.6 of The School Code of Illinois shall include, but is not limited to the types of activities or behaviors provided below and those listed in the District’s Code of Conduct. (NOTE: This sentence was deleted because it is already included below):

A. Insubordination to any school personnel;

B. Unexcused absenteeism, tardiness, or class-cutting after warnings. State law and Board policy on truancy control will be used with chronic and habitual truants (Section 105 ILCS 5/26-13 of The School Code of Illinois);

C. Using, possessing, distributing, transferring or selling tobacco materials;

D. Using, possessing, distributing, transferring, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school or school functions, and are treated as though they had alcohol in their possession;

E. Using, possessing, distributing, transferring, purchasing or selling legal over-the-counter or prescription drugs, controlled substances, “look-alike” drugs, or drug paraphernalia. A “look-alike” drug is defined as a substance not containing an illegal drug or controlled substance, but one (a) that a student believes, or represents, to be an illegal drug or controlled substance. 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.

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F. Student behavior or (b) about which a student engages in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance. 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;

G. F. Using, possessing, distributing, transferring, purchasing or selling any legal substance that is intended for unlawful purposes;

H. G. Using, possessing, distributing, transferring, purchasing, selling, controlling, or transferring explosives, firearms, knives or any other object that can reasonably be considered a weapon, as further defined within the Definitions section below;

I. H. Using or possessing electronic signaling or receiving and—cellular radio-telecommunication devices, unless authorized and approved by the Superintendent/Principal or Superintendent/designee/Principal. Electronic signaling devices include pocket—and all similar—electronic paging devices;

J. I. Using or possessing a laser pointer unless under a staff member’s supervision and in the context of instruction;

K. J. Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;

L. K. Fighting or assaulting any person;

M. L. Serious verbal abuse, threats, profanity or obscenity to any person;

N. M. Using any form or type of aggressive behavior that does physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, hazing, bullying, or other comparable conduct;

O. N. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s personal property;

P. O. Knowingly permitting the entry of any unauthorized persons into the school;
Q. Membership in, or involvement with, a fraternity, sorority or secret society. Involvement may include the promise to join, the participation in pledging or other activities, or the solicitation of any other person to join the fraternity, sorority, or secret society.

R. Academic dishonesty;

S.R. Involvement in gangs or gang-related activity, including the display of gang symbols or paraphernalia;

S. Engaging in any other activity that constitutes interference with school purposes or an educational function or any disruptive activity;

T. Engaging in any activity that violates The School Code of Illinois;

U. Violation of any other school policy or rule;

TV. Sexual Harassment (as defined by Policy 5310, Sexual Harassment of Students—See Policy 5310);

UW. Unauthorized use of a computer or computer software, including the use of the District’s computers to use, copy or distribute non-school software. This also includes any violation of the Board’s Policy 5160, Acceptable Use of Technology—Students;

VX. Gambling or participation in games of chance or skill for money or other profit;

WY. Intentionally setting or attempting to set fires on school property, or bringing materials onto school property that are designed to be ignited or are capable of being used for ignition;

XZ. Pulling the fire alarm when the student knows that no fire exists, unauthorized use of a fire extinguisher, or creating an emergency situation by making a false report of any kind; and

Y. Wearing clothing which presents a health or safety hazard, or which materially and substantially disrupts the educational process.

Z. Engaging in any other activity that constitutes interference with school purposes or an educational function or any disruptive activity;

AA. Engaging in any activity that violates The School Code of Illinois;

BB. Violation of any other school policy or rule;
Disciplinary action may be taken whenever the student’s misconduct is reasonably related to school or school sponsored events or activities, including without limitation misconduct that occurs (1) on or within sight of school property, before, during or after school hours, or at any other time when 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 activity or function; and/or (4) anywhere, if the conduct may reasonably be considered to be a threaten, or an attempted—intimidate, assault or physically attack in of any staff member or—Board member or interferes student—of—to be an interference with school purposes and/or an educational functions.

In accordance with Section 10.22.6 (a) of The School Code of Illinois, the Board of Education reserves the right to expel students guilty of gross disobedience or misconduct for any length of time up to two calendar years. In the case of any student who is determined to have brought a weapon or look-alike weapon to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to the school, the expulsion shall be for not less than one calendar year, except as modified on a case-by-case basis. The Board will only act to expel a student after the student and parent(s) or guardian(s) of record have been requested to appear at a Hearing with the Board or with an appointed Hearing Officer. The process for such Hearings is enumerated in this policy’s accompanying procedures. In determining whether a student will be expelled, the Board will take into consideration the context, the student’s intent, attitude, degree of involvement, and the harm done, and the student’s behavioral history.

**Expulsion Expungement**

The Board of Education reserves the right to expunge expulsion documentation from the records of any student expelled by the Board of Education of Oak Park and River Forest High School, except where the Board is required by law to maintain such records. Any expelled student who returns to Oak Park and River Forest High School and establishes himself or herself as a good citizen, and satisfies graduation requirements for Oak Park and River Forest High School is eligible for such consideration.

**Transfer Students**

Students seeking to transfer into Oak Park and River Forest High School District 200 who are under a current suspension or expulsion sanction must comply with the requirements of Policy 5117A, [Student Transfers from Non-District Schools](#) prior to admission.
Definitions

For the purpose of this policy, the following terms shall be defined as set forth below:

A. Bullying – bullying includes, but is not limited to, any aggressive or negative gesture or written, verbal, or physical act that places another student in reasonable fear of harm to his or her person or property, or that has the effect of insulting or demeaning any student in such a way as to disrupt or interfere with the school’s educational mission or the education of any student. (Bullying most often occurs when a student asserts physical or psychological power over, or is cruel to, another student perceived to be weaker. Such behavior may include but is not limited to: pushing, hitting, threatening, name-calling, or other physical or verbal conduct of a belittling or browbeating nature.

B. Hazing – hazing is defined as students, acting alone or in concert with others to:

1. Perform an intentional or reckless act directed against a student that endangers the mental or physical health or the safety of a student; or

2. Coercing, compelling, or instructing a student to perform any act that endangers his or her mental or physical health or safety; for the purpose of or as a condition of being initiated into, holding office in or maintaining membership in any formal or informal student organization or group or in any fraternity, sorority, gang, or other prohibited secret society as defined in the School Code of Illinois.

C. Sexual Harassment - Sexual harassment is generally defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication when the purpose or effect of the conduct or communication is to unreasonably interfere with the student’s education or to create an intimidating, hostile or offensive education environment.

D. Possession – possession means having: any knowledge of, and any control over an item. Control includes, but is not limited to, having access to an item in a school locker, personal effects, a vehicle, or other place where the item is located. It is not necessary that a student intend to control the item. A student may acquire knowledge of an item visually, by being told about the item, or through other sensory perception. A student’s knowledge will be determined based on the surrounding circumstances, not just the student’s statements. For example, “forgetting” that an item is in one’s locker, personal effect, or vehicle does not constitute lack of knowledge. Also for example, coming onto school grounds or to a school-sponsored event in a vehicle which the student knows contains an item constitutes possession of that item, even if the vehicle or the item does not belong
to the student's, not the student's. Possession also means, custody, or care, currently or in the past, of an object or substance regardless of whether or not the item is (a) on the student's person, or (b) contained in another item belonging to, or under the control of the student, such as in the student's clothing, backpack, vehicle, or (c) in a student's locker, desk, or other school property, or (d) any other location on school property or at a school sponsored activity or event.

E. Gang – a gang means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts or acts in violation of school rules, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engages in, or have engaged in, a pattern of criminal gang activity or activity relating to the violation of school rules. Gang activity includes, but is not limited to, any act in furtherance of the gang and possession or use of gang symbols, such as drawings, hand signs and attire.

F. Weapons – weapons include, but are not limited to: (1) guns, knives, explosive devices, any other item which is typically used to cause bodily harm and any other item defined by law to be a weapon; (2) items such as baseball bats, pipes, bottles, locks, sticks, compasses, pencils and pens if used, or attempted to be used, to cause bodily harm; and (3) look-alike weapons.

| Amended Date(s): | August 28, 2003; April 25, 2002; January 24, 2002; December 21, 2000; November 19, 1992; November 20, 1990; October 17, 1985; January 19, 1982; and January 22, 1976 |
| Adopted Date: | October 17, 1968 |
| Review Date: | |
| Law Reference: | ILSC 5/24-24 |
| Related Policies/: | Policy 103, Philosophy of Discipline |
| Documents | Procedures for Policy 5114 |
| | Policy 5117A, Student Transfers from Non-District Schools |
| | Policy 5143, Administration of Medications |
| | Policy 5114A, Hazing |
| Related Instructions And Guidelines: | O.P.R.F.H.S. Student Code of Conduct |
| Cross Ref: | |

Policy 5114 - Page 6
PROCEDURES FOR STUDENT DISCIPLINE FOR POLICY 5114

I. General Guidelines

The Superintendent/Principal, other administrators, Assistant Superintendent for Pupil Support Services, 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, 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.

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, provided appropriate procedures are followed; 4) expulsion from school and all school sponsored activities and events for a period of up to two calendar years, provided appropriate procedures are followed; 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; and before or after school detention, provided the student’s parent or guardian of record with the District has been informed.

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, as well as reand shall make recommendations regarding early intervention procedures based on available community and district resources. The Advisory Committee shall annually review the Code of Conduct.

II. Code of Conduct

The Program Coordinator for Student Safety Assistant Superintendent for Pupil Support Services, 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.

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/Principal, or designee, other administrators, the Program Coordinator for Student Safety, Assistant Superintendent for Pupil Support Services, 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.

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 expulsion or suspension.

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 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.

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. 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.

E.F.——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.

E.G.——To appeal a suspension, a parent or guardian must make a written request
to the Assistant Superintendent for Pupil Support Services Coordinator of Student
Safety postmarked within three (3) calendar days after receiving written notice of
the suspension. Student Discipline Hearings will be conducted by a Hearing
Officer designated by the Board of Education and will follow the same hearing
procedures outlined below for expulsions.

V. Expulsion Procedures

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:

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.

BA. 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.
CB. The expulsion notice will include the following:

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

2. the potential maximum duration of the expulsion;

3. the time and place of the expulsion hearing; and

4. 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;

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

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.

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:

1. 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. 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.

2. **School officials present information.** 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.

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.

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.** If a parent or student wishes to call a student witness 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. It is their responsibility to arrange for the student witness to be in attendance. 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.

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.**
VIII. Administrative Review Committee Action

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/Principal Superintendent. The Superintendent/Principal 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/Principal Superintendent decides to recommend expulsion, the Board of Education shall be provided a copy of the Hearing Officer’s Report.

IX. Board Action

A. If the Administrative Review Committee decides to recommend expulsion to the Superintendent/Principal Superintendent and the Superintendent/Principal Superintendent agrees, the Superintendent/Principal 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.

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.
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

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, 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:
Related Policies:
Related Instructions
And Guidelines:
Cross Ref:
DISCUSSION
ITEMS
### District Decision and Appeals Process ¹,²

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1. Nothing in this decision/appeals process precludes action on the part of any District 200 employee or student from contacting the appropriate authorities in cases of illegal and/or criminal actions.

2. Legend for acronyms/abbreviations
   - A.P. Assistant Principal
   - A.S.C.I. Assistant Superintendent for Curriculum and Instruction
   - A.S.O. Assistant Superintendent for Operations
   - C.F.O. Chief Financial Officer
   - DLT District Leadership Team (comprised of Superintendent, C.F.O
   - PSS Team Pupil Support Services Team (Counselors, Deans, Social Workers)
District Suspension/Expulsion Review Process

The Suspension/Expulsion Review Process is for out-of-school student suspensions of 1-10 days. Numbers on the left indicate days within a 10-day cycle each step may take to accomplish. Alternative boxes are an indication that each group/team may choose to exercise other options in lieu of the issued suspension. A 10-day OSS may result in a recommendation for expulsion at any point along the process. Parent appeals may be made to the individuals/Board of Education and at the steps so indicated.
AUTOMATED EXTERNAL DEFIBRILLATOR USE

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.
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 224

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- 2 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

Procedures for Policy 3610 – Page 5
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
3rd Floor: 3 East Dance Studio Area
Outside of 3rd Floor Library Entrance
1st Floor: Corridor Outside of West Pool