

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302**

**BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING
Tuesday, May 19, 2009
Immediately following Finance Committee
Board Room
AGENDA**

I. Approval of Minutes

II. Consideration of the following Policies for Second Reading and Action

- A. Policy 20, Board of Education (Revision)
- B. Policy 3550, Reimbursement of Board of Education Member Expenses (New)
- C. Policy 3555, Attendance at Conferences and Workshops (Revision)

III. Consideration of the following Policies for First Reading and Action

- A. Policy 5136, Student Travel (Revision)
- B. Policy 6130, Objections To Instructional Materials (Revision)
- C. Policy 6131, Objections To Materials In Library Collection (Revision)
- D. Policy 6132, Instructional Equivalence (Revision)
- E. Policy 6133, Consultation With Parents and Teachers (Revision)
- F. Policy 6160, Academic Honesty

IV. Additional Matters for Policy Committee Information/Deliberation

- A. Discussion Related to Treatment of Newly Elected, But Not Seated Board of Education Members
- B. Discussion of District Recruitment, Selection, and Retention Procedures
- C. Discussion Regarding Development of 2009 – 2010 District Goals

VII. 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
- Policy 5114, Student Discipline
- 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

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

**POLICY, EVALUATION, AND GOALS (PEG) COMMITTEE MEETING
April 21, 2009**

A Policy Committee meeting was held on Tuesday, April 21, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 10:05 a.m. Committee members present were John C. Allen, Jacques A. Conway, Dr. Ralph H. Lee, Valerie J. Fisher, Dr. Dietra D. Millard (departed at 10:50 a.m.), Sharon Patchak-Layman (arrived at 10:26 a.m.), and John P. Rigas. Also, present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Nathaniel R. Rouse, Principal; and Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, Community Relations and Communications Coordinator and James Paul Hunter, Faculty Senate Executive Committee Chair; Cindy Milojective, Assistant Principal for Student Activities; Eric Gershenson and Christine Meier of the Early Childhood Care and Education (ECCE).

Reordering of Agenda

Dr. Lee reordered the agenda and informed the committee that in the future he would like to propose policy language, which would allow newly elected Board of Education members to attend closed sessions prior to their official seating on the Board of Education.

Minutes

It was the consensus of the Policy Committee members to accept the minutes of the March 17 Policy Committee meeting as presented.

Consideration of Policies for Second Reading and Action

Policy 20, Board of Education

Because there was no consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 20, Board of Education, at the regular April Board of Education meeting, the PEG committee will continue this discussion at its next meeting.

Per discussion at the last meeting, the administration investigated what the Board of Education was required to do prior to approving the destruction of closed session tapes. The opinion of legal counsel was that the Board of Education is not required to literally review the audio tapes, hence the reason for changes to the policy, to eliminate, as presently required, the necessity of reviewing audio tapes before destruction.

Dr. Lee did not believe any sitting board should have the right to go back and review the minutes of closed sessions occurring prior to their seating on the Board. He did not believe it was appropriate.

Mr. Allen felt that any existing Board of Education member should have the ability to review any tapes whether the member was on the Board of Education or not. He did not object to destroying them after 18 months.

Ms. Fisher supported this amended language because many of the issues that are discussed in closed session have the need for confidentiality. Before Dr. Millard departed she wanted to focus on a concern with regard to a community member becoming a Board of Education member after his/her child had been disciplined; they had not been pleased with the outcome, and they wanted to go back and listen to the tapes. People have been elected with their own agendas, but that is not her reason for supporting the amendments. Her focus was on student discipline matters. Everyone hopes that a student has taken the consequences, moved on, learned and completed their education. For more people to be involved with the details of the discipline is bad. A Board of Education member wanted to listen to the tapes because she felt she was required to review the tapes to make certain they reflected the Clerk of the Board's minutes. The Clerk of the Board of Education's minutes are extremely complete; however, it is the duty of the seven existing Board of Education members when they review them to make any changes they feel necessary, it is then subject to a vote and, at that time, the minutes have been reviewed by seven Board of Education members who have participated in the meeting. She did not believe that anyone joining the Board of Education has any duty to continue to review for accuracy those minutes that have been created by the Clerk to the best of her ability, reviewed and approved by the Board of Education. There is not the need for that watchdog activity, per Ms. Patchak-Layman's argument.

With respect to Mr. Allen's concern, if he were the next negotiator, and he would feel it would be helpful to review the closed session minutes from prior negotiations, she could not image a Board of Education not approving a germane use of minutes. She felt that legitimate, substantive reasons would always be approved. Mr. Allen did not agree with that statement. The law still applies to conflicts of interest and there are confidentiality issues. Dr. Weninger stated that the theory on which the policy was based is that the Board of Education as a whole owns the minutes; they belong to the Board of Education, not an individual board member and the addition proposed was consistent with that theory. Mr. Allen felt it would be an infringement on his rights, but it was not illegal.

Ms. Patchak-Layman stated that law does not delineate as to when Board of Education members sit or do not sit.(not clear) It says the public body reviews all closed minutes. She was unsure why "the public body shall periodically but not less than semi-annually meet to review all closed meeting minutes" was crossed out on page 8. That is why the Board of Education sees on the agenda the reaffirmation that the closed session minutes of meetings held from January 1, 1989 through the present remain closed. The closed session minutes should be reviewed in some fashion and there should be a release of those closed session minutes that no longer need to be kept closed, with a procedure in place to do so. Having read through the minutes and having

listened to the tapes, Ms. Patchak-Layman said that one reads things into the minutes when one is present at the meeting.

Dr. Weninger pointed out that the language that she referred to had been included earlier on that page, it seemed to be a redundancy, and that was the reason for its deletion.

Ms. Patchak-Layman noted that she wanted it repeated because she did not think it was firmly established in everyone's mind the procedures on verbatim minutes and they should mirror the paper minutes.

Ms. Fisher reminded Ms. Patchak-Layman that never in two years had she made corrections or objected to the minutes because they were unsubstantive. Ms. Fisher asked Ms. Patchak-Layman how she could take a stance on judging a Board of Education when she was not present.

Ms. Patchak-Layman reiterated that she had read a lot of things into the minutes. She also found it helpful in terms of understanding Board of Education activities and decision-making and trying to get a history of the Board and the conversations that had taken place.

Ms. Fisher stated that she did not understand why she would take a different stance at a meeting at which she was not present. It is the duty of every sitting Board member to review minutes prior to approving them;; the Clerk has never refused to take an alteration. Ms. Fisher reiterated that Ms. Patchak-Layman had never asked for an alteration and wondered why she would require herself to look back on 18 months of meetings to make a determination of accuracy. She asked if Ms. Patchak-Layman was going to go back to review her own minutes and object that the minutes were not complete.

Ms. Patchak-Layman felt it was the ongoing duty Board members and she hoped that the Board of Education would suspend the destruction of audio tapes so that she could go back 18 months and review the tapes.

Ms. Fisher noted that the Board of Education is required to look at the minutes as they come forward in the normal course of events and if one does not accept them as presented, then it is incumbent on members to make a change at that moment.

Ms. Patchak-Layman acknowledged that the Board of Education did not have to review the tapes, but she thought that they had to look at the minutes.

Ms. Fisher restated that the minutes should be looked at as they come forward and if one does not approve of them as presented, then it is incumbent upon that member to make a change at that time.

The Collaboration of Early Childhood and Care and Education

Dr. Lee introduced Christine Meier and Eric Gershenson of the Colloaration of Early Childhood Care and Education. Ms. Meier and Mr. Gershenson reviewed the material that was included in the packet.

FISCAL YEAR 2008 ACCOMPLISHMENTS/PROGRESS TOWARDS GOALS

“Goal 1: To raise the profile and level of training of early childhood staff.

“The goal of the Professional Development Initiative is to improve the quality of early childhood education programs by engaging staff in regular and increasingly intensive professional development activities. The Collaboration focuses its efforts on 11 unaccredited centers caring for over 600 predominantly low-income children; a strategy that allows us to maximize our limited resources and leverage support from foundations. It has been a conduit of information, support, and training for centers through four core professional development programs:

“On-Site Training: Since 2006, the Collaboration has delivered three series of one-hour workshops to 184 teachers in Oak Park child care centers. Eighty-four teachers participated in one workshop series; 61 teachers participated in two workshop series; and 39 teachers participated in all three-workshop series. In the past year, 128 staff participated in up to six, one-hour workshops at their centers. The workshops provided information on developmental screening and the referral process and hands-on activities to promote literacy, gross motor skills, and social-emotional development.

Triton College Classes: Since 2003, the Collaboration has provided tuition reimbursement for 90 early childhood teachers to take early childhood education college credit courses through Triton College. The Collaboration hosts the class at a community-based location, recruits from centers in Oak Park, and assists in the registration process. Ten teachers have taken two courses and five have taken three. In 2007-2008, 24 teachers took a two or three credit hour course on early childhood development. In FY 2009, the Collaboration will no longer be reimbursing students for tuition, but will be working to connect teachers to state-funded scholarships and professional development reimbursement funds.

“Special Needs Training: In partnership with Oak-Leyden Developmental Services, the Collaboration provides training to early childhood teachers and directors on including children with special needs, screening for developmental delays, and helping parents through the referral process. In FY 2008, the Collaboration provided special needs training to a total of 135 teachers.

“Director’s Roundtable: Research shows that the experience, education, and philosophy of child care center directors determine whether or not a center will pursue quality-enhancing initiatives. The Director’s Roundtable is a formalized network of center directors from a wide range of early childhood programs, including many of the targeted centers. Monthly meetings (average attendance is 15-20) provides opportunities for peer learning, support, and training. The current focus of the Director’s Roundtable includes topics vital to systemic improvement of early childhood education including quality assessment and accreditation.

“Impact: In 2005, 10 of the 11 unaccredited centers that were targeted by the Collaboration were largely disengaged from professional development and quality enhancement activities. By 2008, four centers were demonstrating a commitment to quality enhancement by engaging in state-level systems that allow them to access supplemental funding from state programs (Quality

Rating System and/or Preschool for All); four centers were engaged in professional development activities on an ongoing basis and three of those centers are considered to be “sporadically participating” in professional development.

“Goal 2: To offer a continuum of services to all families with children birth to five

“Symposium: By leveraging tremendous volunteer resources in the community and raising additional funds from private sources, the Collaboration is able to offer a high-quality learning and networking opportunity free of charge to a broad-based audience. On February 23, 2008, the Collaboration hosted its fifth annual Symposium, *WONDER: Sparking a Love of Science in Young Children*. Over three hundred parents, early childhood educators, and community members attended the full day event. The 2009 Symposium, *Harmony: Nurturing Young Children Through Music and Movement*, was held on February 21.

“Community Awareness: The Collaboration also hosts an annual panel discussion of District 97 kindergarten teachers and administrators entitled *Kindergarten and Your Child*. Parents are invited to learn ways to help their children get off to a great start in school. In 2008, it drew 80 participants. The Collaboration also offered 3 sessions of a workshop designed for parents and children, *As the Worm Turns*. This workshop introduced the Collaboration to more than 100 community members and demonstrated a hands-on composting activity.

“Directory: In December 2007, the Collaboration published the 7th edition of the Early Childhood Resource Directory. This biennial publication presents information on community organizations, child care centers, and other resources, in addition to material on selecting quality providers, health and safety, transitioning to kindergarten, and early reading activities. Fifteen thousand copies are being distributed throughout the community and will soon be available online.

“Parent Engagement: In partnership with member organizations, the Collaboration is exploring systemic strategies for engaging and supporting parents in their role as a child’s first, and most important teacher. In 2008, Parenthesis and the Collaboration submitted a joint application to the State Board of Education for a grant through the Prevention Initiative to implement the research-based Parents As Teachers home visiting program. The proposal was deemed eligible for funding, but not awarded a grant in 2008 due to state budget constraints. The two organizations will reapply in 2009.

“Advocacy: The Collaboration has been working with key stakeholders to maintain Head Start within the community. The Collaboration is represented on the Illinois Early Learning Council, and members are active in several of its committees.

“Goal 3: To create a network of health care professionals supporting the mission of early childhood care and education

“Work towards this goal was launched in 2008. The Collaboration has recruited two local pediatricians, who joined Collaboration members to form a committee to set the direction and plan activities for the Physician’s Initiative. In July 2008, 35 pediatricians, family practice

doctors, and others came together for the inaugural event, which involved a panel presentation on developmental screening and procedures for making referrals. The Committee also compiled a resource directory for physicians as well as tools for developmental screening and information sharing. A second event in October 2008 drew 40 participants and featured a presentation on the diagnosis of developmental delays. Physicians receive Continuing Medical Education credits for their participation, an added incentive. Future topics are likely to include post-partum depression and literacy promotion. A third event is planned for spring 2009.

“The Collaboration is very excited with the enthusiasm and growing strength of this project among local physicians. There are significant opportunities for the creation of partnerships between the health care and early childhood education systems on a local level including developmental screening, literacy promotion, and engagement in family support programs.

“Goal 4: To raise awareness within Oak Park that early childhood care and education is good public policy, a sound investment, and reflects a commitment to diversity, in order to secure the required financial, physical and people resources.

“With funding from the Village of Oak Park and District 200, the Collaboration has been engaged in an implementation planning process to develop a comprehensive early childhood care and education system that supports all families and promotes kindergarten readiness. The Partnership for Human Development is guided by a steering committee consisting of key stakeholders, including jurisdictional representatives.

“Under the expert direction of consultants Theresa Hawley and Michael Puican, the Partnership for Human Development is currently refining objectives and researching funding sources for the following recommendations, with the final report expected in December.

1. Create a more formal coordinating structure for early childhood services
2. Increase the number of high-quality child care options in the community
3. Create more opportunities for parents to network and find support
4. Provide more intensive services to low-income/at-risk families
5. Create measurements of Kindergarten readiness
6. Create progress metrics for system.

“Proposed objectives for the Partnership for Human Development are attached to this report.

SOURCES OF FUNDING/LEVERAGED SUPPORT

“Since 2002, the Boards of all Oak Park jurisdictions have acted in support of the Collaboration. The jurisdictions endorsed the Collaboration’s Vision and Goals and have designated individuals to represent it at Collaboration meetings and allocated funding to support the Collaboration’s budget. Financial support from local jurisdictions not only provides a stable operating base, but allows the Collaboration to leverage critical resources from other public and private sources.

“In 2008, the Collaboration’s programs were supported by the following foundations and organizations: Grand Victoria Foundation; Kraft Employee Fund; Rotary Club of Oak Park-River Forest; Oak Park-River Forest Community Foundation; Oak Park and River Forest High

School; West Suburban Hospital; and Whole Foods Market. For 2009, the Collaboration has also secured funding from the JPMorgan Chase Foundation and District 97 PTOs, awaiting notice from the Dr. Scholl Foundation and is developing a proposal for the McCormick-Tribune Foundation.

“The Collaboration relies heavily on volunteers for leadership, program development, and implementation. Collaboration members and volunteers contribute an estimated 4,400 hours each year to make progress towards our goals. IRS guidelines value this contribution at \$81,530, which constitutes almost one-third of the Collaboration’s budget.”

Mr. Gershenson extended his appreciation for OPRFHS support and leadership role in the CECE and asked for the continued involvement of the Board of Education and staff in the programs of the Collaboration, which are made available to the high school’s Child Care Center. Included among the programs the high school’s continued support of \$15,000 would make possible are:

- Expansion of the effort to provide support services to the most at-risk families;
- Creation of a network of pediatricians and family practice doctors to focus on issues including developmental screenings and referrals.
- Professional development and quality enhancement work with accredited childcare centers, Head Start, and the Park District’s preschool program; and
- creating an online version of the Early Child Resource Directory.

Mr. Gershenson noted some trends:

- there are 4100 children under age 6 in Oak Park, a growth of 13% since 2000
- In Oak Park 65% of the children have parents working in the workforce
- 95% or more of Oak Park families have non parental care for their children. Such services have a wide range of quality.
- The demand for licensed facilities for children has outstripped supply by 14% with the biggest demand for children under age 2. The average cost of care in the area exceeds the Cook County average in the range of 10% to 40%, and high quality care can exceed \$10,000 per year.
- It is estimated that working moms are doing two jobs: business and childrearing, resulting in an 80 hour work week. . Thus, there is less time for parents, diminished networking, increased isolation, and increased need for high quality care. Annually there are under 650 children under age 5 who are at risk. To put the number into perspective, that exceeds the population of District 97’s largest elementary school and equals 20% of the student population of the high school. From the national data, a child by age 5 from a low-income home has about 25,000 fewer words expressed to him/her than those from professional families. Thus, two-thirds of the achievement gap is already present on the first day of kindergarten. Approximately 15% of these children failed to meet standards by the third or fourth grade. After 40 years, research has identified proven strategies that prepare students for success: adequate health care and nutrition, early and intensive coaching for parents of at-risk families and general information for support of those not at-risk and high quality preschool for at least 2 years before kindergarten. That combination yields lower rates of participation in special education, higher rates of on-time graduation from high school, and lower rates

of involvement in the criminal justice system. There is a concentrated effort to build this system in the country.

- Child outcomes are articulated as follows: by 2011, 80 percent of the children in Preschool For All and Head start Programs will demonstrate proficiency in development in accordance with the early learning standards.
- Service Delivery Outcomes 2011, 70 percent of kindergarteners and first graders would have documentation of receiving services in early childhood. Early intervention is the key.
- System outcomes would be that by 2012, 75 percent of centers and directors will have met the minimum DCFS educational requirements for each of their goals.

There is a pilot of the parents as teachers program at Parenthesis and CECE is doing the preliminary work to construct a voluntary database for all children. This data base would serve as the informational spine of the system and provide a continuous process of identifying families at risk and following up. In order to fully implement this program, additional funding will be necessary. There are interesting and promising leads for such funding. In addition, Mr. Gershenson believes there is the opportunity to find public funding for a preschool coordinator position with Federal Title I Funds. ECCE has been invited to make application to become an A.O.K. All Our Kids Network which could provide ongoing support of \$100,000. The reason the state and federal authorities have started to notice CECE is because it has the strong support of the local jurisdictions, particularly the school districts. Such local support makes CECE very rare within the state and the nation.

It is believed that the majority of the students in these day care centers do matriculate through District 97 and then District 200, but it is also the case that the families most at risk are more transient than the normal population, e.g., movement between Oak Park and the city and other suburbs. That is the reason for building this information system.

The CECE is working with Title I in District 97 with regard to the preschool coordinator position and it should know shortly the determination. The CECE has begun to collect information in each of the centers and they serve a population that is broader than just in Oak Park. The number of vouchers that are available for residents is not known at this time.

It was the consensus of the Policy Committee members to recommend to the Board of Education that it approve the contract with the Collaboration of Early Childhood Care and Education and its annual request at the regular April Board of Education meeting.

Co-Curricular Activities

Policy Committee members were updated on the status of the Code of Conduct for Co-Curricular Activities. The implementation of the Code of Conduct would not occur until the fall due to the fact that most clubs and activities were winding down for the year, more communication was necessary, and signatures would need to be obtained from the students' parents.

Mr. Conway felt it was good to delay the implementation so more conversations could occur with students and parents. He asked what would happen if a student shows up at a house for a party, but does not know there are drugs or alcohol until he/she walks into the house.

Mr. Rouse responded that, in deed, there had been a situation like that and that when the student realized where they were, they called to have someone pick them up.

Ms. Patchak-Layman remarked on a situation where parents of a student who had liquor and had been consequenced had come before the Board of Education because the student had been consequenced based on the team and the school's Code of Conduct. Is there something in this that would show there is also a school connection to this. During the summer if a student comes to the District's attention because of a violation because of the co-curricular sports connection, what would happen when he/she returned to school.

Mr. Rouse stated that the nexus for the case being referred to was that the incident occurred on the school campus. If the situation happened over the summer, it would not be the same situation because it would be off campus.

Cindy Milojevic stated that the Code of Conduct is for 360 days and the student's consequence would include being penalized for the fall season or it would have an infraction to the team season. ISS (in school suspension) would be a separate item.

Policy 3550, Reimbursement of Board of Education Member Expenses (New)

Because there was no consensus of the PEG Committee members to recommendation to the Board of Education that it amend Policy 3550, Board of Education, at the regular April Board of Education meeting, the discussion was postponed.

Ms. Fisher stated that the Board of Education members were elected as volunteers and she did not believe that Board of Education members should be reimbursed out of District dollars for their own hand-chosen opportunities or interests. While she realized there may be an indirect benefit to the District, she thought elected Board of Education members knew they were volunteers.

Dr. Lee asked if the Board of Education passed this, if she was implying they would be under pressure to approve each other's request for expenses. For years the Board of Education members have attended conferences at the District's expense, e.g., Joint Conference, MSAN, but when it comes to a Board of Education member choosing to go to a conference in another state as it is of interest to them, then the Board of Education should not pay for it. Dr. Lee felt that paragraph one specified three meetings and the paragraph two specified all other trips.

Ms. Fisher thought it would be an easy to come up with a reason to attend a meeting in a place where a family members lived, etc. She felt that the experiences that the District values are paid for directly by the District.

Dr. Lee and Mr. Allen agreed with her point, but Dr. Lee was unsure how he would vote at this time on it.

Ms. Patchak-Layman felt what Ms. Fisher was talking about was the approving of an authorized official business trip because if so, there should be no question as to whether the Board of Education members should be reimbursed. If the Board of Education member choose not to get reimbursed, that is a separate question. This policy reads that there is a question on whether one would get reimbursed after they have made an authorized official business trip if they bring in receipts.

Ms. Fisher stated a scenario where the District would pay for a trip would be a site visit to a school far way.

Policy 3555, Attendance at Conferences and Workshops

The discussion of this policy was postponed until the next meeting.

Commencement

Mr. Rouse gave a status report on commencement, specifically graduation dress. He recommended status quo for this year and to the administration of a survey early next year with the following choices:

- Female graduates wear white suits or dresses and male graduates wear dark suits
- All graduates wear white or black, suits or dresses.
- All graduates wear caps and gowns
- I don't care.

Mr. Conway, Mr. Allen and Dr. Lee concurred. Mr. Conway stated that some students wore somewhat inappropriate dress in previous years i.e., togas, and he suggested giving some guidance on that.

Ms. Patchak-Layman asked if the feelings of those students who felt the present requirement was a violation of human dignity and the mission and vision of the school had been addressed.

Dr. Weninger stated that the interpretation of red roses and girls wearing white dresses and boys wearing dark suits did not conflict with those values: it is a tradition and nothing more.

Mr. Allen stated that it was not a human rights violation, so is it a community moral violation? It did not appear to be that, but he personally felt the graduates should wear caps and gowns.

Mr. Hunter added that the community wants status quo on this issue.

Ms. Patchak-Layman commended the students for coming forward as to why the graduation ceremony should be changed and it should be brought to the level of all students.

Adjournment

The Policy Committee recessed at 11:10 a.m., resumed at 11:15 a.m. and adjourned at 12:10 p.m.

SECOND READING

Oak Park and River Forest High School
District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Jason Edgecombe, Assistant Superintendent for Human Resources
DATE: April 21, 2009
RE: Policy 20

BACKGROUND

The discussion at the Policy Committee meeting last month regarding the review of closed session audiotapes prompted an inquiry to Brian Crowley of the District's legal firm about the legal requirements related to a "review" of the audiotapes.

SUMMARY

This is legal Counsel's response to the inquiry.

"The Board's policy incidentally goes above and beyond what is required by the Illinois Open Meetings Act regarding the "review" of verbatim recordings. In fact, Illinois law does not require the Board to review verbatim recordings at all. Only minutes need be reviewed every six months. Verbatim recordings may be destroyed 18 months after their creation if (1) the public body approves the destruction of a particular recording; and (2) the Board approves minutes of the closed meeting that meet the written minutes requirements of the Open Meetings Act.

"Under the Open Meetings Act, the Board must conduct a semi-annual review of minutes of all closed meetings. The Open Meetings Act does not provide the same requirement for verbatim recordings.

"That said, the current Board policy does specifically provide that "During the Board's semi-annual meetings to review the closed session minutes, the Board will also review the audio recordings of closed meetings..." Thus, the Board policy exceeds the requirements of the Illinois Open Meetings Act. This then leads to my analysis in my prior email regarding what process would satisfy the "review" requirement of the policy. Thus, beyond the suggested changes regarding Board member access to verbatim recordings, it may also make sense for the Board to remove the sentence requiring review of verbatim recordings to reduce confusion, as this level of review of verbatim recordings is not required."

RECOMMENDATION (or FUTURE DIRECTIONS)

To recommend that the PEG Committee recommend to the Board of Education that it amend Policy 20 at its regular April Board of Education meeting.

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 and approving personnel employment and dismissal recommendations.
- C. Directing, through policy, the Superintendent, 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. Adopting the curriculum, textbooks, and educational services.
- H. Evaluating the educational program and approving School Improvement and District Improvement Plans when they are required to be developed or revised.

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

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 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 an 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."

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.

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.

VI. 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. 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.

VII. 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. 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.

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.

IX. 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 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*.

XI. 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 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 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'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 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.

An individual Board member may listen to verbatim recordings or review closed session minutes if germane to the Board member's responsibilities. An individual Board member shall only have access to verbatim recordings or closed session minutes that were created when the individual Board member was a member of the Board. An individual Board member, however, may make a request of the Board for, and the Board by majority vote may grant, access to a particular verbatim recording or closed session minutes created when the requesting Board member was not a member of the Board.

~~Individual Board members have access to recordings of closed meetings.~~

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.

Amended:	September 27, 2007, 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
Adopted:	March 18, 1976
Review Date:	
Law Reference:	105 ILCS 5/2-3.25d, 5/10-1 et seq., 5/17-1, 5/27-1, 115 ILCS 5/1 et seq., 325 ILCS 5/4, 10 ILCS 5/2A-1.1, 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, 10-16.7, 5/17-1, 5/10-21.4, 5/22-17, and 5/22-18; 5/27-1, 5/10-20.5, 5/10-20.14 and 10/1 et. Seq. ILCS 120/1 et seq., 120/2, 120/2a, 120/2.02, 120.05, 120/2.06, 120/2.06(c), 120/2.06(d) 120/2.206(e); 120.7, 420/4A-106; 10 ILCS 5/2A-1 et. seq.; 105 ILCS 5/9-18, 5/10-5; 5/10-6, 5/10-7, 5/10-16; 105 ILCS 5/10-16.5, and 5/28-1 et seq.; 105 ILCS 5/9-1 et seq.; Prosser v. Village of Fox Lake, 438N.E.2d 134 (1982), 23 Ill. Admin. Code Part 226., 325 ILCS 5/4.
Related Policies:	
Related Instructions	
And Guidelines	
Cross Ref.:	

POLICY 3550, REIMBURSEMENT OF BOARD OF EDUCATION MEMBER EXPENSES

The Board ~~shall~~may upon request and approval, reimburse its members for the necessary and actual expenses incurred by Board members attending the following meetings:

1. ~~M~~meetings sponsored by the State Board of Education or by the Regional Superintendent of Schools;
2. ~~L~~ocal, county or regional meetings and the annual meeting sponsored by any school board association complying with the provisions of Article 23 of the Illinois School Code; and
3. ~~a~~Approved meetings sponsored by a national organization state or local organization in the field of public school education.

The Board ~~shall~~may also reimburse Board members making authorized official business trips or meetings on behalf of the District for any costs for which the Board member is reimbursable under Illinois State law. Board members seeking reimbursement for authorized travel shall submit an itemized expense voucher with receipts showing the amount of actual expenses.

At the Board's option, funds may be advanced to Board members for anticipated actual and necessary expenses estimated in attending authorized business trips or meetings. After such official business trips or meetings, Board members receiving advances must account for used funds through the submission of an itemized expense voucher with receipts reflecting the amount of actual expenses and return funds for which there is no accounting.

~~Automobile mileage expenses will be reimbursed in accordance with Internal Revenue procedures.~~

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: Reference: 105 ILCS 5/10 - 22.32

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

POLICY 4150, STAFF ATTENDANCE AT CONFERENCES AND WORKSHOPS

3555

The Superintendent (or his/her designee) will consider for approval requests of certified and non-certified staff members for to be absence-absent from work for attendance at conferences, workshops or any other meeting related to District or High School business and subsequent requests for reimbursement for estimated-actual expenses related to the approved absence. Such requests must be approved prior to attending a conference, workshop or any other meeting pertaining-related to District or High School high school business. The Board of Education will consider for approval the travel requests and reimbursement of members of the Board of Education and the Superintendent/Principal. The Superintendent/Principal or designee will consider for approval the travel requests of district certified and non-certified staff members.

Travel reimbursement will be based upon criteria found in "Travel and Conference Expense Reimbursement Regulations." The District shall reimburse staff members engaged in approved travel on behalf of the District for any costs which are reimbursable under Illinois State law. Staff members seeking reimbursement for approved travel shall submit an itemized expense voucher with receipts showing the amount of actual expenses.

At the District's option, funds may be advanced to staff members for anticipated actual and necessary expenses necessary to engage in approved travel. After such travel has been completed, staff members receiving advances must account for used funds through the submission of an itemized expense voucher with receipts reflecting the amount of actual expenses and return funds for which there is no accounting.

Automobile mileage expenses will be reimbursed in accordance with Internal Revenue procedures.

Reference: 105 ILCS 5/10-22.32

<u>Amended Date(s):</u>	<u>November 20, 2003</u>
<u>Adopted Date:</u>	<u>November 16, 1988</u>
<u>Review Date:</u>	
<u>Law Reference:</u>	<u>105 ILCS 5/10-22.32</u>
<u>Related Policies:</u>	
<u>Related Instructions</u>	
<u>And Guidelines</u>	

Oak Park and River Forest High School
District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education

FROM: Nathaniel L. Rouse

DATE: May 19, 2009

RE: Policy 5136, Student Travel (1st Reading)

BACKGROUND

Students who leave for a trip from the Oak Park and River Forest High School campus on school provided or authorized transportation, and who are supervised by a trip sponsor(s), must also return to the school campus on school provided or authorized transportation and under the supervision of a trip sponsor(s). Exceptions to this may only be made in writing and in advance by parents/guardians with the trip sponsor(s) and through the administrative approval process.

Oak Park and River Forest High School provides transportation to and from all athletic contests, some athletic practices, and many activity events. All athletes are required to use school transportation. Athletes may not participate in an "away" contest if they drive themselves to the event or if they use alternate transportation without prior permission from their coach. All activity students are required to use school transportation. Activity students may not participate in an event if they drive themselves to the event or if they use alternate transportation without prior permission from their sponsor.

In extenuating circumstances, parents/guardians may need to drive their children home from a contest or event. Athletes and activity students must provide a written note from their parents/guardians and receive approval from their coaches in advance. Athletes and activity students will only be released to their parents/guardians.

SUMMARY OF FINDINGS

Please find the attached drafted language for our student travel policy re: employees transporting students to/from co-curricular events.

RECOMMENDATION

Approve for first reading of Policy 5136, Student Travel

STUDENT TRAVEL

5136

The Board of Education grants the Superintendent/Principal or designee authority to approve student travel that fully provides for the safety and welfare of students; that have appropriate and substantial educational value; and for which written parental/guardian permission has been obtained. Student travel is not limited to the regular school hours, but can be engaged in outside of regular school hours and on days other than regular school days.

The Board of Education recognizes four types of student travel: Field Trips, Activity Trips, ~~Exchanges~~Exchanges, and Excursions. **Field Trips** are defined as travel directly related to educational programs of the high school intended to extend educational experiences in relation to specific classroom objectives that are consistent with the general goals of the curriculum of a specific course. **Activity Trips** are defined as student travel sponsored by an athletic or ~~an extracurricular~~ cocurricular activity of the school. **Exchanges** are defined as student travel to another school, usually in another country, in which students usually live with a host family and spend time attending classes in the host school. Exchanges generally result in a reciprocal trip to Oak Park and River Forest High School by students and staff from the host school. **Excursions** are defined as student travel, usually international, that provides unique curricular and/or cultural opportunities for Oak Park and River Forest High School students.—Excursions may only be approved if the educational benefits to participating students can be substantiated.

Transportation costs for student travel will generally be funded by the ~~D~~istrict for trips to destinations within 150 miles of Oak Park and River Forest High School. For student travel of greater distances, the cost of transportation will be borne by the participants. For all types of student travel, the ~~d~~istrict will not typically cover costs related to tickets, admission fees, lodging, and food.

Costs related to student travel should not be a barrier for any student eligible to participate in the trip.

Sponsors of student travel must obtain administrative approval prior to committing to any trip or travel plans. Sponsors of student travel are expected to comply with appropriate levels of student/adult supervision ratios as established by the Superintendent/~~Prineipal~~ (or his/her designee). The Superintendent/~~Principal~~ (or his/her designee) shall develop procedures for application and approval of student travel trips. Such procedures may vary depending on the type of student travel being planned.

Amended Date(s):	December 18, 2003; April 8, 2003; December 19, 1984; December 14, 1982; and January 22, 1976
Adopted Date:	July 17, 1969
Review Date:	
Law Reference:	105 ILCS 5/10-22.29b, 105 ILCS 5/29-3.1, and 105ILCS 5/29-3.4
Related Policies:	
Related Instructions	Procedures for Policy 5136
And Guidelines:	

Procedures for Policy 5136, Student Travel

A. Approval

Sponsors of student travel must obtain administrative approval prior to committing to any trips or travel.

B. Supervision

Oak Park and River Forest High School requires an appropriate level of adult supervision for all student travel. Adult supervisors are required to travel with the students as members of the same group. The number of District employees required as adult supervisors will vary depending upon the conditions of the trip. Parents and interested adults may volunteer to serve as additional supervisors for student travel.

For all student travel that include an overnight stay of one or more nights, supervisors must contact the designated dDistrict administrative liaison at regularly established times. In the case of any difficulty or divergence from the submitted itinerary, supervisors are to notify the designated administrative liaison immediately as to the nature of the difficulty or the divergence. In such situations, students should never be left without adult supervision. Should a student, for whatever reason, become separated from the group, a supervisor should remain with that student while the remaining members of the group complete their travel with another supervisor(s). At no time should a student or a group of students be left unsupervised on a trip.

In the case of changing travel arrangements, supervisors must notify the designated administrative liaison of all circumstances and changes. Parents and guardians of all trip participants must in turn be notified of any and all changes in travel plans and/or arrangements.

Students who leave for a trip from the Oak Park and River Forest High School campus on school provided or authorized transportation, and who are supervised by a trip sponsor(s), must also return to the school campus on school provided or authorized transportation and under the supervision of a trip sponsor(s). Exceptions to this may only be made in writing and in advance by parents/guardians with the trip sponsor(s) and through the administrative approval process.

Oak Park and River Forest High School provides transportation to and from all athletic contests, some athletic practices, and many activity events. All athletes are required to use school transportation. Athletes may not participate in an "away" contest if they drive themselves to the event or if they use alternate

transportation without prior permission from their coach. All activity students are required to use school transportation. Activity students may not participate in an event if they drive themselves to the event or if they use alternate transportation without prior permission from their sponsor.

In extenuating circumstances, parents/guardians may need to drive their children home from a contest or event. Athletes and activity students must provide a written note from their parents/guardians and receive approval from their coaches in advance. Athletes and activity students will only be released to their parents/guardians.

C. Costs

The sponsoring teacher/faculty/staff member should determine necessary costs and submit those costs in writing to the appropriate administrative personnel at the time of application for administrative approval of the travel. Once approved, students are to be notified of the expenses of the trip to them at the time of registration.

Transportation costs will generally be funded by the dDistrict for student travel to destinations within 150 miles of the high school. For travel of greater distances, the cost of transportation will be borne by the participants. For all trips, the Ddistrict will not typically cover costs related to tickets, admission fees, lodging, and food. The sponsoring teacher is to assess each participating student for these expenses. Arrangements for securing the funds collected should be made with the Business Office.

D. Insurance

All students, employees, and parent or guardian supervisors must be covered by accident and health insurance coverage, protecting them from financial loss due to bodily injury, disability, or death while participating in school sponsored travel. Additional costs to trip participants may be incurred for appropriate insurance coverage. The trip sponsor is required to check with the Business Office to determine if additional insurance costs must be obtained. This coverage (if not provided by the Ddistrict), including the name and address of the insurance company and the policy number must be indicated in writing and placed on file in the Business Office in advance of any travel.

E. Transportation

As a general rule, transportation for school-sponsored travel will be provided by means of commercial vehicles. All buses or rental vehicles are to be ordered through the Business Office. If more than 47 students are participating in the trip,

a second bus must be used. The cost of such rental vehicles will be covered by the district's transportation fund if the travel destination is within 150 miles of the high school. Otherwise, the trip's participants must cover such rental costs.

Employees who possess a valid Illinois driver's license and who are at least 21 years of age or older may transport students on school-sponsored travel in a school-owned vehicle. Such persons are covered by the district's insurance up to limits of the district's coverage. An employee who transports students on a school-sponsored trip in a non-school vehicle is covered up to the limits of the district's insurance coverage after the employee's own insurance has been exposed up to the limits of its coverage. Any non-employee who transports students on a school-sponsored trip in a non-school vehicle is not covered by the district's insurance. Non-employees must not transport students.

Students who leave for a trip from the Oak Park and River Forest High School campus on school provided or authorized transportation, and who are supervised by a trip sponsor(s), must also return to the school campus on school provided or authorized transportation and under the supervision of a trip sponsor(s). Exceptions to this may only be made in writing and in advance by parents/guardians with the trip sponsor(s) and through the administrative approval process.

Oak Park and River Forest High School provides transportation to and from all athletic contests, some athletic practices, and many activity events. All athletes are required to use school transportation. Athletes may not participate in an "away" contest if they drive themselves to the event or if they use alternate transportation without prior permission from their coach. All activity students are required to use school transportation. Activity students may not participate in an event if they drive themselves to the event or if they use alternate transportation without prior permission from their sponsor.

In extenuating circumstances, parents/guardians may need to drive their children home from a contest or event. Athletes and activity students must provide a written note from their parents/guardians and receive approval from their coaches in advance. Athletes and activity students will only be released to their parents/guardians.

F. General Field Trip Procedures

Field Trips are arranged through the Principal's Office of the Director of Instruction (or his/her designee) and approved by that office. Field trip requests should be submitted by the third week of the semester. A calendar of approved field trips will be distributed to the faculty/staff by the end of the fourth week of each semester. Additional field trips can be approved beyond the third week of

the semester if planning for the trip could not have occurred during the first three weeks of the semester.

Parental permission must be secured for any field trip which takes students off school property and/or which extends beyond normal school hours. Permission slips bearing the signature of the parent/guardian will be collected by the sponsoring teacher/faculty/staff and must be filed with the appropriate division secretary, who in turn, must file the permission slips with the attendance office at least five days prior to the occurrence of the trip. Students who fail to submit a parent/guardian permission slip by the established deadline will not be allowed to participate in the field trip. The sponsoring teacher must distribute a list of the students participating in the field trip to faculty at least two days before the trip, either via e-mail or the faculty/staff bulletin.

All approved field trips must have an evaluation component. Each student participating in the trip must complete the Field Trip Evaluation form. Student responses are to be tabulated by the sponsoring teacher/faculty/staff who will prepare a Field Trip Evaluation Summary, which must include a reflection statement, completed by the classroom teacher or trip sponsor. This summary must be submitted to the Director of Instruction and the appropriate Division Head. A failure to submit this summary may result in the denial of future requests for field trips in subsequent semesters.

No class may have more than one field trip per grading period except those classes that have a field or performance component or as jointly determined by the Division Head and the Director of Instruction Principal (or his/her designee).

Costs related to a field trip should not be a barrier for any eligible students to participate.

G. General Activity Trip Procedures

Activity trips related to athletics are approved and arranged for by the Athletic Director. Activity trips related to extracurricular activities are arranged through the Assistant Principal for Student Activities and are approved by the Assistant Superintendent for Pupil Support Services. Extracurricular activities trips must not take students from school during regular school hours. Coaches and sponsors should check with the appropriate administrator regarding additional specific rules, and guidelines, and exceptions.

Costs related to athletic or extracurricular trips should not be a barrier for eligible students to participate.

H. General Exchange/Excursion Trip Procedures

Applications for Exchanges/ Excursions are available through the Assistant Principal for Student Activities~~Office of the Director of Instruction~~. Incomplete applications will not be considered for approval. Students may not miss more than five (5) days of school as a result of participating in an Exchange or Excursion.

Prior to approval being granted for any trip, sponsors will complete a detailed questionnaire-application that is to be kept on file in the ~~Office of the Director of Instruction~~Assistant Principal for Student Activities. The questionnaire application will include information relevant to the students' and supervisor's participation in the trip.

All Exchanges/Excursions that involve male and female students must have at least two sponsors, one male and one female. At least one of the sponsors must have previous Exchange/Excursion experience, and one must have more than three consecutive semesters of employment in the District.

Permission slips bearing the signature of the parent/guardian must be obtained for every student participating in an Exchange/Excursion. These permission slips must be kept on file in the Office of the Director of Instruction.

Sponsors of Exchanges/Excursions must hold at least two informational sessions with parents participating in the Exchange/Excursion before students depart on the trip.

Exchanges/Excursions are subject to the approval of the ~~Building~~District Leadership~~Administrative~~ Team (DLT~~BAT~~) and, upon the recommendation of ~~BAT~~DLT, may require approval by the Board of Education. Even after approval has been granted, ~~BAT~~DLT or the Board of Education may withdraw the approval should national or worldwide conditions suggest that student safety on the trip could be compromised.

FIRST READING

POLICY 6130, OBJECTIONS TO INSTRUCTIONAL MATERIALS

A. Generally

Any resident of the District may request reconsideration of instructional materials used in the school's educational program. Requests for reconsideration of instructional materials, including all print and non-print materials, shall be referred to the ~~Superintendent/Principal~~ Principal (or his/her designee) who will respond according to procedures approved by the Board of Education.

B. Exemption from Curriculum Content deemed to be Controversial by a Parent or Guardian

No student shall be required to take or participate in curriculum content reasonably deemed to be controversial by a parent or guardian if the student's parent or guardian submits a written statement of objection. Refusal to take or participate in such curriculum content shall not result in academic or disciplinary penalty.

If a teacher or a sponsor plans a discussion on a topic in which there can be a reasonable expectation of controversy, the teacher or sponsor must announce the topic of discussion in advance. In the case of a parent or guardian objection, the teacher must provide an alternative experience without academic penalty or personal embarrassment to the student who elects not to participate in the discussion or assignment.

Amended: November 16, 2006; December 18, 1997

Adopted: November 18, 1982

Review Date: Law Reference: Ill. Rev. Stat. Ch. 122 par. 27-9.1, 27-9.2, 27-11, and 863

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.: Cross-reference: Policies on Cultural Diversity and Human Dignity, 100; Controversial Issues, 4112; Instructional Materials, 6134

POLICY 6131, OBJECTIONS TO MATERIALS IN LIBRARY COLLECTION

Materials housed in the Library, both print and non-print, are selected by the professional staff of the Library with the approval of the Director of Information Systems and Instructional Technology. Suggestions for materials to be purchased are sought from faculty, staff, and administrators and evaluation aids such as library journals, catalogs, and review digests are used.

Materials are housed for the following purposes:

- A. To provide educational support and enrichment for the curriculum while recognizing the interests, abilities, and maturity levels of the students served.
- B. To provide the kind of background information that will enable students to make reasoned judgments in everyday life.
- C. To help students increase their awareness of the society in which they live and their responsibilities to those who share that society.

If a parent or a student finds certain materials in the Library collection to be objectionable, that parent or student may request a form from a librarian for reporting the objection. Completing that form and submitting it to a librarian will automatically set in motion these procedures:

- A. A conference involving the Division Head of Information Services and Instructional Technology, the ~~Superintendent/Principal~~Principal (or his/her designee), subject area librarian, and the person who reported the objection will be scheduled within ten days of submission. Information on the form will be the basis of the discussion at this conference.
- B. Within ten school days following the conference, the ~~Superintendent/Principal~~Principal (or his/her designee), shall provide a written response to the person reporting the objection.
- C. If the person reporting the objection is not satisfied with the response, he/she may request that the ~~Superintendent/Principal~~ or his/her designee refer the request to the Board of Education for final disposition within thirty days.

Amended:	August 22, 2002
Adopted:	August 28, 1998
Review Date:	
Related Policies:	Cultural Diversity and Human Dignity, 101: Controversial Issues, 4112; Objections to Instructional Materials, 6130; Instructional Materials, 6134; and Instructional and Recreational Materials, 6400
Law Reference:	
Related Instructions	
And Guidelines:	
Cross Ref.:	

Oak Park and River Forest High School District 200

Citizen's Request For Reconsideration of Library Materials

Type of material or equipment (check one):

Book: _____ Audiovisual Material: _____ Other: _____
Description

Title: _____

Author: _____

Your Name: _____

(Street Address) (City) (State) (Zip Code)

Daytime Phone: _____ Evening PHOne _____

You represent (check one):

Self _____ Organization _____
(Name of Organization)

1. To what in the material do you object? Please be specific. Cite pages if appropriate:

2. What value might there be in this material? _____

3. What do you feel might be the result of reading/viewing/listening/using the item? _____

4. For what age group would you recommend this material? _____

5. Did you read/view/listen to the entire material? Yes _____ No _____
What pages or sections did you read/view/listen to: _____

6. Are you aware of the judgment of this material by a critic recognized in the appropriate field? Yes _____ No _____ Comments: _____

7. Are you aware of the purpose for using this material? Yes _____ No _____
Comments: _____

8. What would you prefer the school do about this material?

- _____ Do not assign or recommend it to my child.
_____ Withdraw it from all students.
_____ Ask for reevaluation by the staff.

Signed: _____ Date: _____

Note: Please attach additional information as deemed necessary. Mail or deliver this completed form to: Division Head, Information Systems and Instructional Technology, 201 N. Scoville Avenue, Oak Park, IL 60302.

POLICY 6133, CONSULTATION WITH PARENTS AND TEACHERS REGARDING TITLE I PROGRAMS

The Superintendent/~~Principal~~Principal (or his/her designee) shall pursue available Title I funding to supplement instructional services and activities in order to improve the educational opportunities of educationally or economically disadvantaged students. Supplemental instructional services and activities that use Title I funding shall include opportunities for involvement of parents/guardians of students receiving services, or enrolled in programs.

The Superintendent/~~Principal~~Principal (or his/her designee) shall develop parent/guardian involvement guidelines according to Title I requirements. The guidelines shall contain: (1) a process for involving parents/guardians in program development and implementation, (2) a shared understanding of how parents/guardians, the entire school staff, and students share responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve, and (4) other provisions as required by federal law. The Superintendent/~~Principal~~Principal (or his/her designee) shall ensure that these guidelines are distributed to parents/guardians of students receiving services or enrolled in programs supported by Title I funding.

Amended:	November 16, 2006
Adopted:	April 27, 1988
Review Date:	
Law Reference:	LEGAL REF.: Title I of the Elementary and Secondary Schools Act, 20 U.S.C. §6301-6514.Related Policies:
Related Instructions And Guidelines:	
Cross Ref.:	

Discussion

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Instructional Council
DATE: April 22, 2009
RE: Academic Honesty Policy # 6160

BACKGROUND

The Instructional Council undertook a review of the Academic Honesty Policy # 6160, after it was brought to our attention that the language in the Student Handbook and the Code of Conduct were in conflict with each other and possibly with the intent of the policy. In addition, the policy did not reflect the role of the PSS teams in counseling a student to make better choices.

SUMMARY OF FINDINGS

The policy has been reviewed by the Instructional Council and the recommended changes are highlighted on the attached copy. The intent of the revisions is to remove the enforcement of the policy from the discipline system and place it squarely in the hands of the teachers, Division Heads and the counselors. It was felt that academic honesty is an instructional issue NOT a discipline issue.

RECOMMENDATIONS

Approve the revisions as presented.

ACADEMIC HONESTY

6160

Staff, parents and students are responsible for maintaining the academic integrity of the school. The atmosphere in each classroom, gymnasium, laboratory, ~~library and library~~ or support center should actively foster academic honesty, as should the atmosphere in the home of each student.

Staff should be clear in their advocacy of academic honesty by discussing with students the difference between honest and dishonest work and by employing instructional and evaluative strategies that reduce the opportunity for dishonesty. Parents should continually emphasize academic honesty and integrity to their children.

Academic dishonesty by a student degrades the student's character, ~~and reputation~~ and impedes the teaching-learning process. Any action intended to obtain credit for or recognition of work that is not one's own is considered academic dishonesty. These actions include (but are not limited to) the following: submitting another's work as one's own work; sharing or accepting a copy of tests or scoring devices; sharing quiz/test questions with students in the same or other classes; copying from another student's homework or class project; cheating on a quiz/test by copying from another or using unauthorized sources of information; plagiarizing; fabricating data or sources or information; copying materials in violation of the copyright laws; using technology to commit academic fraud; using technology in violation of the district Acceptable Use Policy; or accessing restricted computer files without authorization.

Those who violate the Academic Honesty Policy will be subject to penalties as outlined in the following procedures.

Procedures Related to Academic Honesty Policy

Cheating:

If a student is suspected of violating the academic honesty policy while engaged in a classroom activity (example: cheating on an in-class assignment, quiz or test), the faculty member should alert the student and take appropriate action to eliminate the opportunity to cheat. Following the class period the student and faculty member should meet to resolve the issue. Penalties may include (but are not restricted to) the following: Requirement to re-do the assignment, grade reduction for the assignment, grade reduction for the quarter, ~~or grade reduction for the semester and/or referral to the Deans of Discipline for disciplinary action.~~ If the student and teacher cannot mutually resolve the issue, it should be referred to the Division Head ~~and the Dean Counselor~~ for further review. At this point in the process the parent(s) will be invited to participate. Failure to reach resolution at this point will result in referral of the matter to the ~~Instruction Center (offices of the Assistant Superintendent of Curriculum and Instruction and the Director of~~

Instruction) as described in item (b) below. Principal for resolution. Instances of cheating on major tests/exams or repeated patterns of cheating should be reported to the Assistant Principal for Student Services.

Plagiarism and Fabrication:

If a student knowingly appropriates the work of another and submits it as his/her own without giving proper credit or citation or if the student fabricates data or sources or information, the student is subject to an appropriate penalty.

A. If a student admits to having committed academic fraud, the teacher and the student (in consultation with the parents, when appropriate) may mutually agree upon a penalty in which case the matter will be considered resolved. Penalties may include (but are not restricted to) the following: requirement to re-do the assignment, grade reduction for the assignment, grade reduction for the quarter, or grade reduction for the semester, ~~and/or referral to the Deans of Discipline for disciplinary action.~~ Cases of plagiarism and fabrication academic dishonesty which result in grade reductions or disciplinary action will be reported by the teacher to the Instruction Center in writing. should be reported to the Assistant Principal for Student Services.

B. However, if a student denies committing academic fraud, or if the student and the teacher cannot reach a mutually acceptable resolution of the situation, the teacher will immediately notify the Division Head of the suspected incident.

1. The Division Head and teacher will review all information related to the incident to confirm the suspicion that the academic fraud has occurred. If confirmation cannot be made, the matter will be dropped.
2. Following confirmation of the incident, the Division Head ~~teacher~~ will notify the ~~Dean~~ Counselor and parent of the suspected academic fraud and the Division Head will notify the Instruction Center Assistant Superintendent of Curriculum and Instruction regarding the possible violation of the district Academic Honest Policy.
3. The Assistant Superintendent for Curriculum and Instruction (ASCI) ~~An administrator in the Instruction Center~~ will convene a hearing within ten (10) school days of receipt of such notification. The hearing panel will be comprised ~~of the ASCI, an Instruction Center administrator,~~ a Division Head (not from the division in which the alleged infraction occurred) and a ~~Dean~~ Counselor (not the student's ~~Dean~~ Counselor). The hearing panel will take testimony from the student and the teacher (and the ~~Dean~~ Counselor, Division Head, and parents when deemed necessary) and review all written documents. The panel will issue a final decision within

ten (10) school days of the hearing. Examples of appropriate penalties are listed in item (a) above. If the incident occurs at the end of a grading period, a student will be given an "I" until the final ruling is rendered.

4. Decisions of the hearing panel may be appealed to the Superintendent/
Principal for review.

- C. ~~The Instruction Center will maintain a file of students proven to be guilty of academic fraud in cases where the student's grade has been reduced and/or disciplinary action was taken. A student proven to have been involved in academic fraud is subject to all delineated penalties under the Code of Conduct including (but not limited to) theft and/or the violation of the Acceptable Use Policy. Any student who is found to be guilty of academic dishonesty is not eligible for membership in the district's honors societies. Current members of the societies found to be guilty of academic dishonesty are subject to removal from the societies.~~

Amended:	June 22, 2000
Adopted Date:	June 18, 1989
Review Date:	June 2005
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref:	

Division Head Selection Process

Developed with Instructional Council

Professional Qualifications

- Type 75 certification
(Exceptional circumstances will be considered.)
- Relevant certification in division subject area(s)
- Strong organizational skills
- Curriculum development experience
- Multiple assessment experience
- Demonstrated leadership experience
- Overall academic accomplishment
- Knowledge of instructional use of technology
- Strong oral and written communication skills
- Evidence of a quality teaching experience
- Involvement in professional organizations

Personal Qualifications

- Possesses sense of humor
- Demonstrates importance of teamwork
- Is a positive role model
- Possesses personal integrity
- Approaches challenges and opportunities creatively and imaginatively
- Acts reasonably and decisively
- Is patient and tolerant of others
- Possesses strong interpersonal skills
- Maintains confidentiality

Selection Committee and Process

- Search Committee structure and membership
 - Three or more faculty based on division size
 - Two to three division heads
 - DLT member to serve as Chair
 - Non-division members as appropriate (parent and student)
- Process
 - Initial meeting with entire division to discuss requirements of position, needs and future goals of Division.
 - Meeting to be facilitated by ASHR and DLT Search Committee Chair.

Selection Committee and Process (continued)

- Division Search Committee members to be selected by Division vote on the day after initial meeting.
 - Search Committee to determine additional protocols for screening process and for interviews, e.g., questions, meeting schedule and rating system(s). The ASHR will be available to review legal questions throughout the interview process.
(Include and honor input provided by Division at initial meeting)
 - Screening of internal and external candidates simultaneously. Two rounds are expected.
 - Division given opportunity to meet finalist(s) and to give their individual written responses to Search Committee. Participating DLT members are invited to observe this step in the process.
 - Search Committee recommends finalists to the DLT.
 - DLT will interview finalists and recommend a final name to the BOE after a conversation with the members of the Search Committee.
-
- Same process to be used in all divisions
 - Transition into position – TBD

Oak Park and River Forest High School District 200

Certified Employee Recruitment and Employment Process

Divisional/Departmental Identification/Screening	Divisional /Departmental Interviews/Recommendation	District Leadership Team Interviews/Recommendations	Board of Education Employment
- November-January; continuous - Division Heads - Department Chairs	- February-March; as needed beyond - Division Heads - Department Chairs	- Assistant Superintendent C/I - Assistant Superintendent HR - Assistant Superintendent Operations - Chief Financial Officer - Director of Assessment/Research - Principal - Superintendent	- March-April; or as needed beyond - Board of Education
- Meets with HR to discuss District goals and needs - Identifies Departmental and Divisional needs for following year based on retirements, leaves of absence, enrollment projection, course registration/sectioning, new/changed programs, etc.	- Select Interview Team members - Division Head - Department Chair 2-3 Division Faculty 1 non-division Faculty 1 non-division Admin. 1 Student 1 Parent (as necessary)	- Interviews recommended candidates with Division Head present for interviews - Debriefs final candidate(s) with Division Heads	Board approves recommended candidate(s) for employment
- Works with HR, Athletics, and Activities to identify co-curricular needs and candidates with co-curricular strengths/expertise - Actively seek to include minority candidates in the selection pool	- Select day, date, time, place of interview - Coordinate with HR	- HR meets with final candidate(s) and begins employment processes - HR conducts formal reference checks for recommended candidate(s) - May utilize Division Head and other administrators to assist	HR notifies approved candidate(s) and continues employment processes
- Review online applications, job fair candidates, paper resumes - May conduct telephone interviews, review sample lesson plans, and/or arrange for demonstration lesson via classroom or video - May conduct reference checks with knowledge of the candidate	- Select candidates to be interviewed - Develop interview questions/probes - Prepare writing prompt - Forward same to HR - Conduct candidate interviews	- HR prepares Board memo and materials for recommended candidate(s) - HR recommends candidate(s) to Board for employment	
	- Conduct informal reference checks, where possible, with knowledge of the candidate. - Recommend 2-3 candidates to DLT - Provide HR with recommended candidates' application materials - Call and send letters to non-recommended candidates; copy to HR	HR calls and sends letters to non-recommended candidates, may be with assistance of Division Head	