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

# BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING

**Tuesday, April 21, 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 (Revisions)
B. Policy 3550, Reimbursement of Board of Education Member Expenses (New)
C. Policy 3555, Attendance at Conferences and Workshops (Revisions)

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

A. Policy 6130, Objections To Instructional Materials (Revision)
B. Policy 6131, Objections To Materials In Library Collection (Revision)
C. Policy 6132, Instructional Equivalence (Revision)
D. Policy 6133, Consultation With Parents and Teachers (Revision)

## IV. Additional Policy Matters for Committee Information/Deliberation

A. Graduation Ceremony – Nathaniel Rouse
B. Early Childhood Collaboration and Education Proposal – Dr. Attila J. Weninger
C. Co-Curricular Conduct (attachments) – Cindy Milojevic
D. Proposed Policy Language for Treatment of Newly Elected, But Not Seated Board of Education Members

## 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**
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# POLICY, EVALUATION, AND GOALS (PEG) COMMITTEE MEETING
**February 17, 2009**

A Policy Committee meeting was held on Tuesday, February 17, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 9:10 a.m. Committee members present were John C. Allen, Jacques A. Conway, Dr. Ralph H. Lee, Valerie J. Fisher, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John P. Rigas. Also, present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Nathaniel R. Rouse, Principal; 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.

## Additional Policy Matters for Committee Information
Dr. Lee asked that the discussion of budgeting the Board of Education time be placed on the Thursday, February 26, 2009 Board of Education meeting agenda.

## Agenda
Dr. Lee reordered the agenda as follows:

1. Board of Education Self Evaluation and Instrument
2. Specific timing of the Superintendent
3. Consideration Policies 2120 and 20 for second reading
4. Policy 3550, Reimbursement of Board of Education Expenses
5. Whatever else possible

Dr. Lee reminded the Committee members of the protocol for bringing significant changes to the policies being discussed. Suggestions are to be submitted to Dr. Lee or Mr. Edgecombe so that they can be provided to the committee for their review prior to the meeting.

## Board of Education Self-Evaluation and Instrument
Dr. Lee recommended the adoption of the Board of Education Self-Evaluation Instrument. Dr. Weninger explained that his intention in developing this document with Dr. Lee was not to solve a short-term problem. His intention was to have a process and timeline in place that every Board of Education could use to evaluate its work, similar to the evaluation form used in evaluating the superintendent. After reviewing the IASB's instrument and other publications, he combined some of their pragmatic elements. Boards of education should evaluate themselves to determine if they were functioning, how well they were functioning, etc. Dr. Weninger wanted legal clarification about whether the Board of Education could hold a self-evaluation in closed session without the IASB present. It was noted that one of the exceptions to the Open Meetings Act was the "Self-evaluation, practices and procedures, or professional ethics, when meeting with a representative of a

statewide association of which the District is a member." Dr. Weninger asked whether the IASB could facilitate the meeting, rather than be in control of the meeting. He reiterated that he was not recommending a particular format, only that the Board of Education members adopt something with which they felt comfortable. The Board of Education self-evaluation was a separate entity to the Superintendent's evaluation. While doing a Board of Education self-evaluation was good practice, the evaluation of the superintendent is a legal requirement.

Ms. Patchak-Layman felt there was value in this being a two-pronged approach: 1) A discussion of the goals for the following year, and 2) at the end of the year, an evaluation of those goals. A self-evaluation of the sitting Board of Education would not provide then with anything to compare, as there was no starting point. The sequence of this would be that at the time the Board of Education was setting goals for the District, it would set goals for itself that would facilitate the school's improvement and the Board of Education's procedural improvements. She felt the acknowledgement of the performance goals based on the District goals was missing from this document. She did now know the value of the form as presently configured.

Dr. Lee wanted to acknowledge formally the impact of the election cycle on what the Board of Education does and to capture what is done in the election cycle, as opposed to a fiscal year cycle. A Board of Education self-evaluation should take place before a change in its makeup. He agreed with Ms. Patchak-Layman that immediately following the Board of Education elections, the Board of Education should set goals for the coming year. That should be a part of the evaluation process that takes place over the next two years until April 2011.

Mr. Rigas asked the reason for conducting a Board of Education self-evaluation before the election. He agreed that the Board of Education should meet after the new Board of Education members were elected and to only do a self-evaluation prior to that to see if there were ideas to be brought forward to the new Board of Education. He also felt that scheduling a Board of Education self-evaluation meeting before the end of April would be a challenge. While Dr. Millard was interested in participating in a self-evaluation with the present Board of Education, her timeline was even more limited as she was going to India with OPRFHS students during spring break and would be leaving March 26, 2009.

Dr. Lee felt that self-evaluation of the present Board of Education and the self-evaluation/goal setting session by the new Board of Education both had value. He also did not believe the new Board of Education members should evaluate the superintendent. He proposed the following:

1. The Board of Education adopt the instrument presented by the superintendent;
2. The sitting Board of Education tie the execution of this instrument with the evaluation of the superintendent;
3. As soon as possible, the newly constituted Board of Education would begin to develop the goals for the coming year.
4. Make the results of the old Board of Education self-evaluation available to the new Board of Education.

Ms. Fisher did not see the value of conducting a Board of Education self-evaluation with the old board nor did she see the value of the old board self-evaluation being given to the new Board, since there would still be sitting Board of Education members who could help steer the new members.

Mr. Allen concurred with Ms. Fisher's comments. He also felt that this process was being rushed. He suggested that because the school was beginning an evaluation process with Blueprint Education Group that the evaluation of the Board of Education be a part of its assessment. He also did not want to do this in closed session and, as such, did not want to do it at all. He had been disappointed with IASB's facilitation of the last meeting. Ms. Patchak-Layman was obliged to fill out the form and that the information be shared with other Board of Education members, but she felt her time could be better spent discussion student achievement issues. Dr. Lee affirmed that there would be a meeting to discuss it with an emphasis as to how the Board of Education had worked together.

There was not a consensus for the sitting Board of Education to complete a self-evaluation.

**Evaluation Timing for the Superintendent Evaluation**

All PEG members concurred with executing and discussing the evaluation of the Superintendent in the March/April timeline, even though the contract specifies that the Board of Education has until June to complete it. Ms. Patchak-Layman was concerned about the dates involved with the performance measures being used because they were school-year measures as opposed to the yearly schedule that was now being put in place. When the evaluation discussion occurs, will the details of the contract be discussed or would they be a separate discussion? Dr. Lee recommended that the sitting Board of Education make decisions on the contract. Ms. Patchak-Layman disagreed, as this would be an opportunity for the new Board of Education. Dr. Lee reiterated his feeling that new Board of Education members were not in a place to evaluate the superintendent other than what they would read in the newspaper. Ms. Patchak-Layman asked if the contract details were up for discussion based on the evaluation. Dr. Lee concurred except for the date of the contract, as the contract expires June 30, 2010. Ms. Fisher thought the Board of Education would be doing an evaluation looking back on the performance of the superintendent on the year just passed. She did not know that they would be looking at the terms of the contract that are in place. Dr. Lee felt it would encompass all possibilities. Dr. Lee saw that they were discreet activities and it would be illogical to make decisions about the contract without taking into consideration the results of the evaluation. One influenced the other. He also believed how each Board of Education members evaluated the superintendent in their minds was more important than what they put down on paper and that would determine the outcome of the decision that is made with the contract. Dr. Millard concurred with doing the superintendent evaluation before the seating of the new Board of Education on April 30.

Ms. Patchak-Layman asked if other Board of Education members thought the contract discussion was part of the evaluation discussion and whether the current Board of Education would take action related to the contract. Dr. Lee felt the current board could make an action item at the last meeting of the sitting of this Board of Education, as it would not make sense for the evaluation not to have an effect the contract.

## Consideration of Policies for Second Reading and Action

Policy 20, Board of Education
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 20, Board of Education, at its regular February Board of Education meeting, as presented.

Policy 2120, Superintendent/Principal
It was the consensus of the PEG Committee to recommend to the Board of Education that it approve Policy 2120, Superintendent/Principal, for amendment at the regular February Board of Education meeting, as presented.

Ms. Patchak-Layman suggested adding to this policy the language from Policy 3555, Attendance at Conferences and Workshops, relative to the Board of Education's approval of Superintendent travel. There was no support for this suggestion.

Ms. Patchak-Layman also suggested replacing the following wording "makes recommendations to the Board of Education pertaining to District business including matters related to items for which the Board of Education would seek educational/operational counsel " with "mutually develops with the Board of Education a long-range comprehensive education plan that positively impacts students, executes the education plan, and"

Dr. Millard stated that it was implied, as the Board of Education would expect that the superintendent would take the Board of Education's input and use it. There was no support for this suggestion.

## Adjournment
At 10:10 a.m., on Tuesday, February 17, 2009, the Policy, Evaluation, and Goals Committee recessed until after the Special Board meeting scheduled to follow this meeting.

**Oak Park and River Forest High School**
**201 North Scoville Avenue**
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**Adjourned POLICY, EVALUATION, AND GOALS (PEG) COMMITTEE MEETING**
**February 17, 2009**

An adjourned Policy Committee meeting was held on Tuesday, February 17, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 11:38 a.m. Committee members present were John C. Allen, Dr. Ralph H. Lee, Valerie J. Fisher, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John P. Rigas. Also, present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; 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.

## Consideration of Policies for First Reading and Action

Policy 3363, Student Activity Accounts and Adminstrative Procedures (New)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 3363, Student Activity Accounts and Adminstrative Procedures, for first reading at its regular February Board of Education meeting, with the following amendments:

| | |
|---|---|
| Para 1, Line 1: | Replace "or designee" with (or his/her designee) |
| Page 3, Line 1: | Replace "or designee" with (or his/her designee) |

Policy 3550, Reimbursement of Board of Education Member Expenses (New)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 3550, Reimbursement of Board of Education Member Expenses, for first reading at its regular February Board of Education meeting, with the following amendments:

| | |
|---|---|
| Para 1, Line 1: | Repace "shall" with "may upon request and approval" |
| Para 1, Items 1, 2, 3: | Uncapitalize the first word of each of the three items. |
| Para 2, Line 1: | Repace "shall" with "may upon request and approval" |
| Para 4: | Delete the entire sentence. |

Ms. Fisher noted her objection to Board of Education members being reimbursed for any expenses except for registration and expenses in connection with the Joint Annual Conference in Chicago or the MSAN Annual Conference.

The Committee members were reminded that Mr. Conway had asked that this policy be created.

Policy 3551, District Property (New)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 3551, District Property, for first reading at its regular February Board of Education meeting, as presented.

Ms. Witham affirmed for Ms. Patchak-Layman that this policy posed no impediments to students.

Policy 3555, Attendance at Conferences and Workshops (Revisions)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 3555, Attendance at Conferences and Workshops, for first reading at its regular February Board of Education meeting.

| | |
|---|---|
| Para 1, Line 1: | Replace "or designee" with (or his/her designee) |
| Para 1, Line 2: | Replace the word "absence" with "absent" |
| Para 1, Line 3: | Delete the words "or high school" |
| Para 1, Line 6: | Delete the words "or high school" |
| Para 4: | Delete the entire sentence. |

**Adjournment**
At 11:55 a.m., on Tuesday, February 17, 2009, the Policy, Evaluation, and Goals Committee adjourned.

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

# POLICY, EVALUATION, AND GOALS (PEG) COMMITTEE MEETING
**March 17, 2009**

A Policy Committee meeting was held on Tuesday, March 17, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at a.m. Committee members present were John C. Allen, Jacques A. Conway, Dr. Ralph H. Lee, Valerie J. Fisher, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John P. Rigas. Also, present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; 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

## Reordering of Agenda

Dr. Lee acknowledged that he had receiving no suggestions for changes to the wording of any policies from either fellow PEG Committee members or the administration

The PEG Committee began by addressing those policies under consideration for second reading.

Dr. Lee also reminded Board of Education members to submit their completed copies of the superintendent evaluation to Ms. Kalmerton by the end of the week. Discussion ensued as to whether they should be submitted anonymously and the Board of Education president will be forthcoming with a more detailed timeline of the process.

## Minutes of January 13, 2009 Policy, Evaluation and Goals Committee Meeting

The minutes of the January 13, 2009 Policy, Evaluation, and Goals Committee Meeting were accepted as presented by the Committee members.

## Consideration of Policies for Second Reading and Action

### Policy 20, Board of Education

It was the consenus of the PEG Committee members to table the consideration of Policy 20, Board of Education, for second reading until the April Committee meeting so that clarification could be had as to what the Board of Education was legally required to do in determining whether the audiotapes of closed sessions could/should be destroyed. As the policy is currently written, it indicates the Board of Education should undertake a review of the closed session audiotapes. Committee members indicated that the word "review" could mean a variety of things. Ms. Fisher and Mr. Rigas did not feel it meant that Board of Education members had to listen to the audiotapes and Dr. Lee did not want to do that. Ms. Fisher noted that the Board of Education reviews the closed session minutes

for the last six months two times per year, as it is legally required to do, and determines at that time whether the closed minutes shall remain closed.

Policy 3363, Student Activity Accounts and Adminstrative Procedures (New)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it adopt Policy 3363, Student Activity Accounts and Adminstrative Procedures, at its regular March Board of Education meeting.

Policy 3550, Reimbursement of Board of Education Member Expenses (New)
It was the consensus of the PEG Committee members to consider Policy 3550, Reimbursement of Board of Education Member Expenses, at its April PEG meeting.

Ms. Patchak-Layman questioned why a Board of Education member would have to get approval and reimbursement for expenses in connection with authorized official business if he/she submitted an expense report. Dr. Millard noted that Board of Education members never received reimbursement for anything. Ms. Witham noted it was an internal question as to what they were being asked to have reimbursed. Ms. Patchak-Layman noted that the school pays for mileage, conference fee, flights, etc. Dr. Millard and Mr. Rigas felt the Board of Education should review the expenses. Ms. Patchak-Layman suggested the following amendment:

Para 1, line 1: Replace the word "may" with the word "will"
Para 2, line 1: Replace the word "may" with the word "will"

Ms. Fisher objected to the entire policy because Board of Education member positions were entirely voluntary and using taxpayer dollars, even on behalf of the District, was not something that the members had obliged themselves to do.

Policy 3551, District Property (New)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it adopt Policy 3551, District Property, at its regular March Board of Education meeting.

Policy 3555, Attendance at Conferences and Workshops (Revisions)
It was the consensus of the PEG Committee members to consider Policy 3555, Attendance at Conferences and Workshops, at its April PEG Committee meeting.

Ms. Patchak-Layman noted that the following would be an example of the wording that could be used in Policy 3550: "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."

Ms. Patchak-Layman also suggested that the proposed deleted sentence in Paragraph 1 could be added to Policy 2120, Superintendent, "The Board of Education will consider for aproval the travel requests and reimbursement of members of the Board of Education and the

Superintendent/Principal." Dr. Weninger felt the issue of superintendent travel had been addressed in the Superintendent's contract and he would explore that for the Committee.

It was the consensus of the PEG Committee members to review both Policies 3550 and 3555 at its April meeting.

**Consideration of Policies for First Reading and Action**

The PEG Committee tabled the consideration of First Reading of Policy 6130, Objections To Instructional Materials (Revision); Policy 6131, Objections To Materials In Library Collection (Revision); Policy 6132, Instructional Equivalence (Revision); and Policy 6133, Consultation With Parents and Teachers (Revision) until the April PEG Committee meeting.

**Adjournment**

At 10:45 a.m., on Tuesday, March 17, 2009, the Policy, Evaluation, and Goals Committee adjourned.

# 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.

# BOARD OF EDUCATION 20

## 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 seg., 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~~Local, 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~~A~~pproved 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 ~~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~~

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

# 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: Policy, Evaluation, and Goals Committee

FROM: Nathaniel L. Rouse, Principal

DATE: 4/21/09

RE: Commencement Ceremony

**BACKGROUND**

I have been asked to have some discussions to review the Commencement ceremony at Oak Park and River Forest High School, particularly the long-standing tradition of white dresses and dark suits that graduates are required to wear. Last year, there were a small number of students who expressed concern over the required dress code, and expressed their belief that the white dress requirement was sexist and the suit requirement has the potential for being demeaning for transgendered students. One student chose to boycott the graduation ceremony.

**SUMMARY OF FINDINGS**

On Monday, December 8th, we had our 2nd Schoolhouse Town Meeting. The agenda invited alumni, parents, and community members to discuss the OPRF Commencement Ceremony & Traditions. As I had previously noted, Student Council Representative to the BOE Ryan Mullin has indicated that through the discussions of Student Council with the student body, students are overwhelmingly in support of our current tradition of white dresses and dark suits for graduates.

I also met with Student Council Executive Officers at the beginning of the 2nd semester who again voiced that students were in support of our current traditions. However, there was an acknowledgement that some of the language within the guidelines for dress appears to be outdated. It should also be noted that many female students had already begun searching for dresses for graduation as early as December.

Furthermore, I would also like to add that as the new building Principal, having not been part of any Commencement Ceremonies here at OPRF; I have found it extremely difficult to determine the best course of action to address this issue for the 2009 Commencement Ceremony. In retrospect, it is my belief that an issue such as this, that has such significant implications on the traditions of our institution which impacts both our students and community, needs to be acted upon and addressed at the beginning of the school year, as opposed to midstream.

**RECOMMENDATION:**

It is my recommendation that we be allowed to continue our longstanding tradition of white dresses and dark suits for this school year, and go back to polling senior classes at the beginning of each year, presumably just before Homecoming, which has been done in years past with the following options suggested by our student body:

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

We would then be able to inform our students, parents, and community members of the direction within the appropriate time frame.

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

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


TO: Board of Education

FROM: Cindy Milojevic

DATE: March 11, 2009

RE: Co-curricular Code of Conduct Executive Summary

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**BACKGROUND**

Prior to the 2008-09 school year, the Co-curricular Code of Conduct only applied to students involved in one of our twenty nine athletic teams or one of five IHSA competitive activities which are listed below:

- Speech Team
- Debate Team
- Math Team
- Scholastic Bowl Team
- Chess Team

Due to the request of concerned parents, sponsors, students and after looking at other West Suburban Conference school models, it was recommended that OPRF expand the Co-Curricular Code of Conduct to apply to all students that wear a uniform or represent OPRF publically with performances and/or competitions. After review and discussions with stake holders, it was recommended that performance groups should be subject to the same standards and guidelines as athletes.

***SUMMARY OF FINDINGS***

In August 28, 2008, the Board of Education approved a Co-curricular Code of Conduct policy that applies to both Athletics and Performance Activity groups. The new additional groups are:

ACTSO
Class Officers
Gospel Choir
Jazz Band II
J. Kyle Braid
Little Theater Shows
Marching Band
Marching Band – Flags
Mock Trial
Model U.N.
M.S.A.N.
Musical Theater
Orchesis Shows
Pep Band
Snowball
Spoken Word
Stage Crew
Strings
Student Council
Studio 200 Shows
Synchronized Swimming
Vocal Ensembles

The Co-curricular Code of Conduct does not apply to those programs that are curricular in nature, i.e.: programs that are part of a class where grades are given. Those programs are; Tabula, Trapeze, Newscene, Orchestra, Band, Vocal Music Classes, and Jazz Ensemble. Students in those classes abide by the day-to-day school Code of Conduct.

***RECOMMENDATION:***

The following will be implemented to establish this new board directive:

- Timing: 2nd semester 2009
- Sponsor Communication:
  - Sponsor Orientation/Meeting with all involved sponsors
  - Obtain Club/Activity rosters from sponsors
  - Parents/students sign Co-curricular Code of Conduct
  - Input data into Skyward
  - Track and implement Discipline infractions
- Parent and Student/Communication:
  - Town Hall meeting – March 10

# Co-Curricular Code of Conduct
# Overview

- **WHO DOES IT APPLY TO?**

  The Co-Curricular Code of Conduct applies to all athletic teams and all club/activity groups where students perform or represent the school in a public manner. We value our student commitments to their personal passions. We also value the role they play as an OPRF ambassador.

  *FROM THE CODE OF CONDUCT: "Participation in the Co-Curricular Program is considered an extension of, although separate from, the regular school day. Participation in the co-curricular program is considered a privilege and carries increased expectations on the part of the student participants. By electing to participate in the Co-Curricular Program, the student must fulfill the following rules and standards established by the Board of Education."*

  In addition to all the IHSA Athletic Teams (29 teams) and IHSA Academic Teams (5 teams), the following student groups are all considered OPRFHS representatives:

  | | | |
  |---|---|---|
  | ACTSO | Mock Trial | Spoken Word |
  | Class Officers | Model U.N. | Stage Crew |
  | Gospel Choir | M.S.A.N. | Strings |
  | Jazz Band II | Musical Theater | Student Council |
  | J. Kyle Braid | Orchesis Shows | Studio 200 Shows |
  | Little Theater Shows | Pep Band | Synchronized Swimming |
  | Marching Band | Snowball | Vocal Ensembles |
  | Marching Band – Flags | | |

- **WHEN DOES THE CODE APPLY?**

  24 hours a day, 7 days a week, 365 days a year

- **WHY ARE GROUPS LIKE NEWSCENE, TRAPEZE AND TABULA NOT INCLUDED?**

  These entities are all academic courses and take place during the school day. This policy is for co-curricular activities that occur outside the realm of the 8:00 – 3:00 school day.

- **WHAT ARE THE CONSEQUENCES FOR CODE VIOLATIONS IN ATHLETICS?**

  1st offense: The student will be suspended from the team/activity for up to 25% of the competition dates.

  2nd offense: If the student is in season, he/she may be dismissed from the team for the remainder of the season; additional consequences may include suspension from the Co-Curricular Program for up to one year.

  3rd offense: If a student commits a third violation he/she will be suspended from participating in co-curricular activities for one year, and may be prohibited for the remainder of his/her high school career.

- **WHAT ARE THE CONSEQUENCES FOR CODE VIOLATIONS IN ACTIVITIES?**

  1st offense: The advisor in conjunction with the Assistant Principal for Student Activities will make a determination on the appropriate consequences.

  2nd offense: The student may be dismissed from the co-curricular activity for the remainder of the season; additional consequences may include suspension from the Co-Curricular Program for up to one year.

  3rd offense: If a student commits a third violation he/she will be suspended from participating in co-curricular activities for one year, and may be prohibited for the remainder of his/her high school career.

- **HOW WILL WE KNOW WHICH STUDENTS ARE SUBJECT TO THE CO-CURRICULAR CODE?**
  All Athletic/Activity groups will be asked to submit a roster each semester which will be entered into Skyward.

- **HOW WILL THIS NEW POLICY BE IMPLEMENTED?**
  1. Will begin with Sponsor forums to gain Sponsor input
  2. Will establish reporting forms and processes to implement the code

- **IN ADDITION, THE QUESTION IS FREQUENTLY ASKED…**
  **WHO DOES C-PASS TO PLAY APPLY TO?**
  Only applies to groups that compete within IHSA. Those groups are:

**ACADEMIC TEAMS**
Chess
Debate
Math
Speech
Scholastic Bowl

**ATHLETIC TEAMS**
Badminton
Baseball
Boys' Basketball
Girls' Basketball
Cheerleading
Boys' Cross Country
Girls' Cross Country
Drill Team
Field Hockey
Football
Boys' Golf
Girls' Golf
Gymnastics
Boys' Lacrosse
Girls' Lacrosse
Softball
Boys' Soccer
Girls' Soccer
Boys' Swimming
Girls' Swimming
Boys' Track/Field
Girls' Track/Field
Boys' Tennis
Girls' Tennis
Boys' Volleyball
Girls' Volleyball
Boys' Water Polo
Girls' Water Polo
Wrestling

# OAK PARK AND RIVER FOREST H.S.
# CO-CURRICULAR CONDUCT AGREEMENT

**NAME:**_____ **ID#**_____
**Please Print**

**Sport/Activity:**_____ **Year In School: Fr So Jr Sr**

Participating in the Co-Curricular Program is considered an extension of, but separate from, the regular school program. While the regular curricular program is a right afforded to each student, participation in the Co-Curricular Program is a privilege and, as such, carries certain expectations beyond those found in the normal classroom situation. The student must agree to abide by the Co-Curricular Code of Conduct, as well as the OPRFHS Code of Conduct, while participating in the Co-Curricular Program at Oak Park and River Forest High School.

*As a representative of Oak Park and River Forest H.S., I recognize that I have a responsibility to conduct myself in a manner that represents my school, my team/activity and my community with dignity and respect. I further understand that any actions I choose to commit which negatively impact my school, team/activity or community are grounds for consequences up to and including dismissal from the OPRFHS Co-Curricular Program.*

*I attest that I have read the Co-Curricular Handbook, and I agree to adhere to all rules, regulations and policies established by Oak Park and River Forest High School District 200, the West Suburban Conference, and the Illinois High School Association. I further understand that the Co-Curricular Program Code of Conduct is in effect 24 hours a day, 7 days a week, 365 days a year.*

Student Name_____ Signature_____

Parent/Guardian Name_____ Signature_____

Parent/Guardian Home Phone #_____ _____
Mom Dad

Parent/Guardian Cell Phone #_____ _____
Mom Dad

# OAK PARK and RIVER FOREST H.S.
# CO-CURRICULAR ATHLETIC CONDUCT AGREEMENT

**NAME:**_____
**Please Print**

**Sport/Activity:**_____ **Year In School: Fr So Jr Sr**

Participating in the Co-Curricular Program is considered an extension of, but separate from, the regular school program. While the regular curricular program is a right afforded to each student, participation in the Co-Curricular Program is a privilege and, as such, carries certain expectations beyond those found in the normal classroom situation. The student must agree to abide by the Co-Curricular Code of Conduct, as well as the OPRFHS Code of Conduct, while participating in the Co-Curricular Program at Oak Park and River Forest High School.

*As a representative of Oak Park and River Forest H.S., I recognize that I have a responsibility to conduct myself in a manner that represents my school, my team/activity and my community with dignity and respect. I further understand that any actions I choose to commit which negatively impact my school, team/activity or community are grounds for consequences up to and including dismissal from the OPRFHS Athletic and/or Co-Curricular Program.*

*I attest that I have read the Student-Athlete Handbook, and I agree to adhere to all rules, regulations and policies established by Oak Park and River Forest High School District 200, the West Suburban Conference, and the Illinois High School Association, including consenting to random steroid testing in accordance with the IHSA's steroid testing policy. I further understand that the Co-Curricular Program Code of Conduct is in effect 24 hours a day, 7 days a week, 365 days a year.*

Student Name_____ Signature_____

Parent/Guardian Name_____ Signature_____

# OAK PARK AND RIVER FOREST H.S.
# CO-CURRICULAR ACTIVITY
# CONDUCT AGREEMENT

**NAME:**_____ **ID#**_____
**Please Print**

**Sport/Activity:**_____ **Year In School: Fr So Jr Sr**

Participating in the Co-Curricular Program is considered an extension of, but separate from, the regular school program. While the regular curricular program is a right afforded to each student, participation in the Co-Curricular Program is a privilege and, as such, carries certain expectations beyond those found in the normal classroom situation. The student must agree to abide by the Co-Curricular Code of Conduct, as well as the OPRFHS Code of Conduct, while participating in the Co-Curricular Program at Oak Park and River Forest High School.

*As a representative of Oak Park and River Forest H.S., I recognize that I have a responsibility to conduct myself in a manner that represents my school, my team/activity and my community with dignity and respect. I further understand that any actions I choose to commit which negatively impact my school, team/activity or community are grounds for consequences up to and including dismissal from the OPRFHS Co-Curricular Program.*

*I attest that I have read the Co-Curricular Handbook, and I agree to adhere to all rules, regulations and policies established by Oak Park and River Forest High School District 200, the West Suburban Conference, and the Illinois High School Association. I further understand that the Co-Curricular Program Code of Conduct is in effect 24 hours a day, 7 days a week, 365 days a year.*

Student Name_____ Signature_____

Parent/Guardian Name_____ Signature_____

Parent/Guardian Home Phone #_____ _____
Mom Dad

Parent/Guardian Cell Phone #_____ _____
Mom Dad

# POLICY 5132, CO-CURRICULAR PROGRAMS

District 200 considers a comprehensive Co-Curricular Program to be an essential part of the overall educational experience for our students. The Co-Curricular Program is provided to enhance the high school experience for our students and to provide opportunities to develop healthy habits, good citizenship, leadership, teamwork, self-discipline, responsibility and respect for rules.

The Principal oversees the Co-Curricular Program. The Athletic Director supervises all aspects of the inter-scholastic athletic program. The Assistant Principal for Student Activities supervises all clubs and activities. Each athletic team, club, or activity must have a coach or sponsor who is recommended for appointment by the Athletic Director or the Assistant Principal for Student Activities, in conjunction with the Principal. A student represents OPRFHS when the team or activity is sponsored as part of the high school's Co-Curricular Program. OPRFHS is a member of the Illinois High School Association (IHSA) and the West Suburban Conference (W.S.C.). When representing the high school in inter-scholastic events, the student must conform to the rules of the IHSA, the W.S.C., as well as the rules and standards established by the high school.

Participation in the Co-Curricular Program is considered an extension of, although separate from, the regular school day. Participation in the co-curricular program is considered a privilege and carries increased expectations on the part of student participants. By electing to participate in the Co-Curricular Program, the student must fulfill the following rules and standards established by the Board of Education.

The rules and standards established for IHSA sanctioned Athletics and Activity Programs are described in Section 1 of the Administrative Procedures. The Administrative Procedures outline the expectations and consequences for inappropriate behavior for IHSA sanctioned co-curricular activities. Any student representing OPRFHS in these activities will be required annually, to sign an agreement to adhere to the Co-Curricular Program Code of Conduct.

The Board of Education has also established standards for academic eligibility for IHSA sanctioned co-curricular activities. These standards are commonly referred to as *"C" Pass-to-Play*. Any student participating in IHSA-sanctioned co-curricular activities will be required to adhere to the *"C" Pass-to-Play* standards, as well as the IHSA academic eligibility standards. IHSA and OPRFHS academic eligibility participation standards are described in Section 1 of the Administrative Procedures.

The rules and standards established for OPRFHS sponsored Co-Curricular Performance and Representative Programs are described in Section 2 of the Administrative Procedures. The Administrative Procedures outline expectations and consequences for inappropriate behavior for a specified list of OPRFHS sponsored co-curricular activities. Any student representing OPRFHS in these activities will be required annually, to sign an agreement to adhere to the Code of Conduct.

| | |
|---|---|
| Amended Date(s): | August 28, 2008; June 27, 1996; June 29, 1988; January 22, 1976 |
| Adopted Date: | December 17, 1947 |
| Review Date: | |
| Law Reference: | |
| Related Policies: | |
| Related Instructions And Guidelines: | |
| Cross Ref.: | |

## Administrative Procedures for Policy 5132

### Section 1. IHSA Activities and Athletics OPRFHS Athletic Program

**IHSA Athletics (29)**

Boys (13)
Baseball
Basketball
Cross Country
Football
Golf
Lacrosse
Soccer
Swimming
Tennis
Track
Volleyball
Water Polo
Wrestling

Girls (16)
Badminton
Basketball
Cheer
Cross Country
Drill Team
Field Hockey
Golf
Gymnastics
Lacrosse
Soccer
Softball
Swimming
Tennis
Track
Volleyball
Water Polo

**IHSA Activities (5)**

Chess Team
Debate Team
Math Team
Scholastic Bowl
Speech Team

Participating in the co-curricular program is a privilege. Oak Park and River Forest High School administrators, coaches, and sponsors believe students who are involved in co-curricular activities should conduct themselves as responsible representatives of their school and community. Students who represent their school are expected to maintain high standards of conduct 24 hours a day, 7 days a week, for the entire calendar year. Parents and high school staff members all share the responsibility for helping students adhere to these standards. Participants in the Co-Curricular Program have a responsibility to adhere to the policies established by Oak Park and River Forest High School District 200, the West Suburban Conference, and the Illinois High School Association. All violations will become a part of the students' discipline record.

A student found in violation of the Co-Curricular Code of Conduct may receive consequences up to and including dismissal from the activity. Such violations include, but are not limited to the following:

- use or possession of alcohol, tobacco products and/or controlled/illegal substances,
- being present at a party or activity where illegal drugs or alcohol are available,
- violations of academic integrity and ethics
- violations of the OPRFHS Code of Conduct *(Level II, III or IV Infractions)*; examples include, but are not limited to; gang activity, fighting, vandalism, theft, harassment, bullying and/or hazing;
- any criminal offense or conduct or activity which is detrimental to OPRFHS or the Co-Curricular Program; and/or
- Parent(s)/Guardian(s) will be notified by phone and letter of a student's violation of the Co-curricular Code of Conduct.

If a student is in violation of a criminal offense or gross misconduct, the Athletic Director and/or Assistant Principal for Student Activities may, at his/her discretion, dismiss the student from the team/activity for the remainder of the season. A student who is suspended for an alcohol, drug or tobacco violation will be required to meet with the OPRFHS Substance Abuse Counselor. Students taking prescription drugs should have a Medical Authorization on file in the Health Center

**First Offense** The student will be suspended from the team/activity for up to 25% of the competition dates. The student will be allowed to practice and participate in all other team activities, except competition, during the suspension. If the violation occurs out of season or during the summer, the suspension will apply to the student's next season of competition. If the suspension is not completed during the season, it will be continued to the student's next season. If the student should decide to take part in another sport, the suspension will be served during that time. The student would need to remain a member of the team for the entire season in order to satisfy the stipulations of the suspension.

**Second Offense**
If the student is in season, he/she may be dismissed from the team for the remainder of the season, additional consequences may include suspension from the Co-Curricular Program for up to one year. The Athletic Director and Assistant Principal for Student Activities will make the final decision on the suspension.

**Third Offense**
If a student commits a third violation he/she will be suspended from participating in co-curricular activities for one year, and may be prohibited for the remainder of his/her high school career. The Athletic Director and Assistant Principal for Student Activities will make the final decision on the suspension.

**IHSA and OPRFHS Academic Eligibility Participation Standards**

**Illinois High School Association Policies**
IHSA Policy 3.21 Students shall be doing passing work in at least four (4) classes of high school work per week. If a student is not passing four (4) classes in any given week, he/she will be ineligible for competition the following week.

IHSA Policy 3.22 Students shall, unless they are entering high school for the first time, have credit on the high school records for passing twenty credit hours (4 classes) of high school work the previous semester. Such work shall have been completed in the semester for which credit is granted or in a recognized summer school program, which has been approved by the Board of Education and for which graduation credit is received. If a student is not passing twenty credit hours (4 classes) at the end of a semester, he/she will be ineligible the following semester.

IHSA Policy 3.23 Passing work shall be defined as, work of such a grade that if on any given date a student would transfer to another school, assigned grades for that course would immediately be certified on a student's transcript to the school which a student transfer.

**Oak Park and River Forest High School "C" Pass-to-Play Standards**

The OPRFHS "C" Pass-to-Play Standards requires students to maintain a minimum GPA of 2.0 and not receive an "F" grade in any class in order to participate in IHSA athletic and activity programs. The method of monitoring student grades are described below.

Weekly Grade Check Student grades are reported every Wednesday and distributed to students by Thursday or Friday of each week. If a student-athlete has a "D" or "F" on a weekly grade check, he/she will be placed on the Weekly Academic Support Program (study table) and be required to complete 150 minutes of academic assistance the following week. If the student fails to complete the required hours, he/she will be ineligible for competition the following week.

"Academic Alert" – Nine (9) Week Grade Check If a student-athlete falls below a 2.0 GPA or has an "F" at the end of a nine-week grading period, that student is placed on "Academic Alert" and will be required to attend the nine-week Academic Support Program (study table), which consists of three (3) 50 minute Academic Assistance Sessions per week or 150 minutes of teacher assistance. If the student fails to complete the required hours, he/she will be ineligible for competition the following week.

Athletic Ineligibility/Appeals Process Students who have less than a 2.0 GPA or an "F" grade for two (2) consecutive nine-week grading periods will not be allowed to participate in OPRFHS Co-Curriculars. Students are notified in writing of their ineligibility and they may appeal this decision. The Appeals Process begins with the student submitting, in writing, the reasons that may have contributed to the level of achievement attained. The appeals committee meets with the student and renders a decision on whether to reinstate his/her eligibility. The committee consists of the Principal, Athletic Director, or Assistant Principal for Student Activities and the student's Counselor.

**Section 2. OPRFHS Performance and Representative Activities (23)**

ACTSO
Class Officers
Gospel Choir
Jazz Ensemble
Jazz II
J. Kyle Braid
Little Theatre Shows
Marching Band
Marching Band- Flags
Mock Trial
Model U.N.
M.S.A.N.
Musical Theatre
Orchesis Shows
Pep Band
Snow Ball
Spoken Word
Stage Crew
Strings
Student Council
Studio 200 Shows
Synchronized Swimming
Vocal Ensembles

Participating in the Co-Curricular Program is a privilege. Oak Park and River Forest High School administrators, coaches, and sponsors believe students who are involved in co-curricular activities should conduct themselves as responsible representatives of their school and community. Students who represent their school are expected to maintain high standards of conduct 24 hours a day, 7 days a week, for the entire calendar year. Parents and high school staff members all share the responsibility for helping students adhere to these standards. Participants in the co-curricular program have a responsibility to adhere to the policies established by Oak Park and River Forest High School District 200, the West Suburban Conference and the Illinois High School Association. All violations will become a part of the students' discipline record.

A student found in violation of the Co-Curricular Code of Conduct may receive consequences up to and including dismissal from the activity. Such violations include, but are not limited to the following:

- use or possession of alcohol or controlled/illegal substances;
- being present at a party or activity where illegal drugs or alcohol are available;
- violations of academic integrity and ethics;
- violations of the OPRFHS Code of Conduct *(Level II, III or IV Infractions)*; examples include, but are not limited to; gang activity, fighting, vandalism, theft, harassment, bullying and/or hazing;
- any criminal offense or conduct or activity which is detrimental to OPRFHS or the Co-Curricular Program; and/or
- Parent(s)/Guardian(s) will be notified by phone and letter of a student's violation of the Co-curricular Code of Conduct.

If a student is in violation of a criminal offense or gross misconduct the Assistant Principal for Student Activities may, at his/her discretion, dismiss the student from the team/activity immediately. A student who is suspended for an alcohol or drug violation will be required to meet with the OPRFHS Substance Abuse Counselor. Students taking prescription drugs should have a Medical Authorization on file in the Health Center.

**First Offense**
The activity advisor in conjunction with the Assistant Principal for Student Activities will make a determination on the appropriate consequences.

**Second Offense**
The student may be dismissed from the co-curricular activity for the remainder of the season; additional consequences may include suspension from the Co-Curricular Program for up to one year. The Assistant Principal for Student Activities, the Athletic Director and Activity Advisor will make the final decision on any suspension and additional consequences.

**Third Offense**
If a student commits a third violation he/she will be suspended from participating in co-curricular activities for one year, and may be prohibited for the remainder of his/her high school career. The Assistant Principal for Student Activities and the Athletic Director will make the final decision on the suspension.

**Section 3. Appeals Procedures for Violations of IHSA Co-Curricular Athletic and Activity Programs and OPRFHS Performance and Representative Activities**

The student or parent has the right to appeal any co-curricular consequence. This would be an opportunity to present extenuating circumstances that he/she believes could affect the consequences that have been administered.

The Appeals Procedure is as follows.

1) The parent/guardian must appeal in writing within three (3) days of receipt of the written decision. This appeal should be directed to the Principal.

2) The Principal, parent/guardian, and student will meet. The Principal, in consultation with the Athletic Director and/or Assistant Principal for Student Activities, will make the final decision on any appeal. If a decision is appealed, every effort will be made to hear the appeal in a timely manner; however, the student may not participate in competitions for the duration of the appeal.

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decompressor
are needed to see this picture.

April 16, 2009

Superintendent Attila J. Weninger
President Jacques A. Conway
District 200 Board
Oak Park River Forest High School
201 North Scoville
Oak Park, IL 60302

Re: The Collaboration's Fiscal 2009 Budget

Dear Superintendent Weninger, President Conway, and Board Members:

As you know, the Collaboration's fiscal year runs from July 1 to June 30. Normally when we report to you in the Spring we have completed work on our budget for our upcoming fiscal year. This year is anomalous for reasons having to do both with possible new program initiatives and possible additional revenue streams, which are described below. We anticipate completing work on the budget within the next four to six weeks, prior to the expiration of our current agreement with the High School, and will of course forward it to you as soon as it is finalized.

What we can say with certainty is that during 2009-2010 we will be performing the same set of the programs and services we are conducting during 2008-2009, which are described in our organizational update and set out in Appendix A of our agreement. We do not anticipate any reduction in the expenses associated with performance, and in fact there are likely to be some small adjustments for inflation on commodity items. Therefore, expenses for these programs will be $173,835 in hard costs, plus $81,350 in contributed time by Collaboration volunteers, for a total of $255,365, plus a small increment for inflation.

The uncertainty lies in the extent to which we will additionally be able to implement components of the Partnership for Human Development (PHD), the planning process for which was supported by the High School. PHD calls for a coordinated, community-based system of early childhood services that provides the most at risk families early and intensive coaching and support, on-going support for parents' involvement in their children's education, and high quality care and preschool for at least two years before kindergarten available to all families. PHD is organized around a four task force structure: Developmental Screening and Referral, Parent Information and Support, Professional Development, and Preschool for All/Head Start Coordination. To implement this system will require significant additional resources, primarily in support of staff

positions to coordinate these programs and services. Estimated costs to implement components of the system are set out on page 14 of the report.

The Collaboration anticipates that full implementation of PHD will occur over a multi-year period, as additional sources of support are identified and secured. We are currently exploring some promising possibilities for additional income during the 2009-2010. The Collaboration has been informed that it is being recommended for funding as an All Our Kids (AOK) Network. These networks receive on-going state funding from the Illinois Department of Human Services or the Illinois State Board of Education to promote "community-based collaboration that is committed to developing a high-quality, well-coordinated, easily-accessible system of care that will promote positive growth and development for children 0-5 and their families". Funding is generally in the range of $100,000 annually. If the Collaboration is funded as an AOK network, this would enable it to implement components of the Parent Information and Support and Developmental Screening and Referral initiatives. There is also a possibility of securing federal Title 1 support for coordination of the Preschool for All/Head Start Task Force, estimated to cost approximately $40,000.

As indicated, we anticipate being advised of whether or not we will be receiving these or other additional resources in order to implement components of PHD prior to the end of our current fiscal year. At that point we will be able to complete our budget for 2009-2010, and will forward it to District 200 as soon as it is available.

Again, we thank the High School for its on-going leadership and support in the growth and development of the Collaboration. We believe we are on the cusp of an exciting era, which will afford rich dividends for generations of OPRF students.

Sincerely,

Joan White
Chair, CECCE

Collaboration
for Early Childhood
Care & Education

# ~~Organizational Update~~
# ~~August 2008~~

**Membership:** The Collaboration is a unique, voluntary public/private partnership whose participants include all local jurisdictions- the village, park district, township, elementary and high school districts, the library – as well as Concordia University, Triton College, preschools, childcare centers and home providers. Since its inception seven years ago, the Collaboration has initiated a substantial number of programs designed to further the goal of assuring that all children in Oak Park have high quality early childhood experiences.

**Mission:** To foster high quality early care and educational experiences and support to families so that all children will have the opportunity to develop their full potential, and feel loved and valued in our caring, diverse community.

**Recognition:** The Collaboration was the model for the statewide Early Learning Council, established as the result of legislation originated by Don Harmon, which developed the *Illinois Preschool for All* proposal. In 2007 the Collaboration was awarded the first ever Community Impact Award by the United Way of Oak Park, River Forest, and Forest Park. In 2008 it received the Staszak Award for its contribution to the well-being of children in Oak Park, the first time the award has gone to an organization, not an individual.

## 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 6, 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 a total of 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*, will be 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 their children's first, and most important teachers. 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, a panel presentation about developmental screening and 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, 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 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; 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.

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decompressor
are needed to see this picture.

Superintendent Attila J. Weninger
President Jacques A. Conway
Oak Park River Forest High School
201 North Scoville
Oak Park, IL 60302

Dear Superintendent Weninger and President Conway:

This is our annual request that OPRF High School continue to play an essential leadership role in the Collaboration for Early Childhood Care and Education, both through the involvement of Board and staff, and through the provision of $15,000 in conjunction with programs and materials made available to the High School's Child Care Center. As you know, the Collaboration is a unique public-private partnership whose mission is to make high quality, affordable early care and education available to all children, from birth to age five, in Oak Park.

We have enclosed a report of our work during the past year, and a current budget. We'll contact Superintendent Weninger shortly to make arrangements for a presentation to Board members. Included among the programs the High School's continued support would make possible are:

- Expansion of the effort to provide support services to our most at-risk families.
- Creation of a network of pediatricians and family practice doctors to focus on issues including developmental screenings and referral.
- Professional development and quality enhancement work with unaccredited childcare centers, Head Start and the Park District's preschool program.
- Creating an on-line version of the Early Childhood Resource Directory.

The Collaboration deeply appreciates the High School's visionary support. We believe that support has yielded significant returns for our community. We look forward to an even more productive 2009-2010. We are eager to further discuss our work with you, and to respond to any questions you may have.

Best regards,

Joan White
Chair, CECCE

# AGREEMENT FOR CONSULTING SERVICES

THIS AGREEMENT is made this first day of June, 2009 (hereinafter referred to as the "Effective Date"), by and between the COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION, an Illinois not-for-profit corporation, (hereinafter referred to as "Consultant"), and the BOARD OF EDUCATION OF OAK PARK RIVER FOREST HIGH SCHOOL DISTRICT NO. 200, COOK COUNTY, ILLINOIS, (hereinafter referred to as the "Board"), as follows:

1. Services. Consultant agrees to provide the Early Childhood Care and Education consulting services, described and specified more fully in Appendix A hereto (the "services"), under the direction of the Board's designee, Cheryl Hough, in Consultant's own offices, beginning on July 1, 2009, and continuing through June 30, 2010, unless earlier terminated or extended as provided herein. The Board agrees to provide Consultants with such information and be responsible for the activities specified in Appendix A.

2. Compensation. For all Services to be rendered by Consultant during the initial term of this Agreement, the Board shall pay Consultant a fee of Fifteen Thousand Dollars ($15,000.00). Such fees shall include Consultant's costs, if any, for telephone communications, postage, travel expenses, and other expenses incurred by Consultant in connection with the provision of the Services. The Board shall pay Consultant the agreed-upon compensation in one lump sum payment upon the Board's execution of the Agreement. Consultant shall be responsible for payment of all state and federal taxes in connection with its performance of the Services and receipt of compensation under this Agreement.

3. Relationship Between The Parties. Consultant is retained by the Board only for purposes and to the extent set forth in this Agreement, and nothing in this Agreement shall be considered to create the relationship of employer and employee between the parties. Consultant shall be deemed at all times to be independent contractor and neither party has the authority to bind the other to any third person or to otherwise act in any way as the representative of the other, unless otherwise expressly agreed to in writing signed by both parties hereto.

4. Access. Consultant shall have access to such facilities, equipment and personnel of the School District which are necessary for the performance of any Services hereunder and only upon the permission of the Board or its designee.

5. Indemnification. Consultant does hereby indemnify and hold harmless the Board, its members, employees and agents from and against all claims, including reasonable attorney's fees, arising out of or in any way connected with the Consultant's performance or non-performance of any services hereunder.

6. Insurance. Consultant shall insure against all losses and damages which are the result of, the fault or negligence of Consultant in the carrying out the Services. Consultant will, if requested, produce a certificate of insurance showing that the necessary coverage is currently in force, and will also give the Board thirty (30) days written notice before the required insurance can be altered or cancelled.

7. Notice. Any notice or communication permitted or required under this Agreement shall be in writing and shall become effective on the day of mailing thereof by first class mail, registered or certified mail, postage prepaid, addressed:

If to the Board to

OPRF High School District 200
201 North Scoville
Oak Park, Illinois 60302
Attention: Superintendent

If to the Consultant, to:

Collaboration for Early Childhood Care and Education
P.O. Box 4105
Oak Park, Illinois 60303
Attention: Joan White, Convenor

8. Termination and Extension. This Agreement may be terminated at any time, for any reason, by mutual agreement of the parties or by giving thirty (30) days written notice by certified mail to the other party. Negotiations for an extension of this Agreement, if mutually requested, will be completed before June 1, 2010.

9. Entire Understanding. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, agreements and communications between the parties concerning such subject matter, whether oral or written. Except as otherwise provided, no subsequent alteration, amendment, change or additional to this Agreement shall be binding upon the parties hereto unless reduced to writing and duly Authorized and signed by each of them.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the day and year first written above.

| | |
|---|---|
| COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION, an Illinois not-for-profit corporation | BOARD OF EDUCATION OF OPRF HIGH SCHOOL DISTRICT NO. 200 COOK COUNTY, ILLINOIS |
| By:_____ | By:_____ |
| Its_____ | Its:_____ |

# APPENDIX A

## I. EARLY CHILDHOOD LEARNING CENTER AT OPRFHS

The Early Childhood Learning Center (hereafter "the center") is an on-site, certified childcare center serving the needs of students, staff and the community. The center is an all day, week day program during the school year while the school is in session. The center offers services to children from infant to preschool. Priority placement is given to teenage parents who attend OPRFHS, then to the children of staff members and then to the general community.

The projects of the Collaboration described in this Appendix A will offer programs and services which the Collaboration will make available to the center. Specifically, the center may elect to:

- Enroll staff, with full tuition reimbursement, in a 3 college credit hour class in early childhood at Triton College, sponsored by the Collaboration.

- Have its Director participate in monthly sessions of the Director's Roundtable for the purpose of identifying and addressing issues of mutual concern in connection with the effective administration of early childhood programs.

- Arrange for the attendance of Director and staff of the Collaboration's annual conference on Literacy and Young Children in February, 2010.

- Participate in follow-up sessions to the 2010 Collaboration annual conference on Literacy and Young Children for families and for providers.

- Receive, at no charge, copies of the most current edition of the *Early Childhood Resources Directory*. The number of copies required shall be determined by the center.

- Receive, at no charge, copies of *Teach, Learn, Create* (TLC), a manual for staff which details the attributes of a successful learner, the best practices to engender these attributes and supporting activities.

- Obtain the delivery of a series of six workshops to staff of the center, at no charge.

- Acquire, at no charge, print and video materials on parenting and the selection of quality daycare, to be provided through the Collaboration's ***Start Early, Learning Begins At Birth*** campaign.

- Conduct a workshop, to be organized and staffed by the Collaboration, on selecting high quality day care.

- Access additional family resource materials available to the Collaboration.

- Obtain advice from Collaboration members regarding the selection of appropriate materials for use by the center.

- Receive, at no charge, reports of data analyses measuring changes in the early childhood experiences, outlooks, and practices of families in Oak Park.

- Participate in a workshop entitled "Kindergarten and Your Child", designed to facilitate understanding of the transition from preschool or childcare to Kindergarten.

- Participate in *Access and Equity: Inclusion for All Young Children*, training designed to assist programs to become accessible to children with special needs.

## II. PROGRAMS AND SERVICES TO ASSURE THE SUCCESS OF ALL STUDENTS

The High School is embarked on a multi-year initiative to raise the achievement level for all students, with a special emphasis/ focus on underachieving students. Decades of research have established that much of the variance in student performance at the secondary level can be accounted for by the markedly different learning experiences in the earliest years prior to entry into kindergarten between children from more and less advantaged families. The Collaboration will undertake the following programs and services to address this differential:

- Partnering with District 97 to develop the Preschool for All/Head Start Coordinating Task Force. This initiative will coordinate outreach, recruitment, and program development to assure that all 200 publicly funded preschool slots in the community are filled by the most at-risk children, and that the providers housing these slots have high quality programs.

- The Physician's Network: This is a partnership with local pediatricians and family practice doctors to promote developmental screening and referral throughout Oak Park practices.

- Partnering with Parenthesis and the Village of Oak Park to expand intensive parent coaching and support for at risk families. This is being piloted by Parenthesis through its Parents As Teachers home visiting program. Also the Village Health Department has a support program for Medicaid eligible mothers and infants, through the babies' first year; the Collaboration will seek to build upon, and extend this program.

- Promoting community wide engagement by childcare centers and staff in state-level systems that permit programs to access supplemental funding for quality improvements and staff to obtain salary supplements for undertaking professional development.

- Professional development activities for centers throughout the community, including the Director's Round Table, site based training, and college-credit courses offered through partnership with Triton College.

- Initiate development of a voluntary data base of families with young children, with appropriate security features. This would provide the information spine for the system, which would facilitate the continuous process of identification of families at risk, assessment, referral, and follow-up. It would enable assessment of progress on key measures of effectiveness.