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

BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING

Thursday, September 10, 2009
Immediately following Instruction Committee
Board Room
AGENDA

I. Approval of Minutes **Dr. Dietra D. Millard**

II. District Goals

Courageous Conversations on Race Professional Development

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

A. Policy 1320, School Visitors (Revision)
B. Policy 6130, Objections To Instructional Materials (Revision)
C. Policy 6131, Objections To Materials In Library Collection (Revision)
D. Policy 6133, Consultation With Parents and Teachers (Revision)
E. Policy 6134, Instructional Materials (Revision)
F. Policy 6135, Bookstore (Revision)
G. Policy 6160, Academic Honesty (Revision)

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

A. Policy 3030, Athletics Field(s) and Stadium Lighting (New)
B. Policy 6150, Adjunct Programs (Revision)
C. Policy 6220, Tutoring and Theraphy (Revision)
D. Policy 6400, Instrutional and Recreational Materials (Revision)
E. Policy 6500, Education of Children with Disabilities (Revision)
F. Policy 10, Introduction (Revision)
G. Policy 12, American Flag (Revision)
H. Policy 30, Policy Changes(Revision)
I. Policy 100, Statement of Philosophy (Revision)
J. Policy 101, Human Dignity and Diversity (Revision)
K. Policy 101-A, Gender Equity (Revision)

V. Additional Matters for PEG Committee Information/Deliberation

C: Board Members, Dr. Dietra D. Millard, Chair; Dr. Ralph H. Lee and Terry Finnegan, Board of Education Members; Superintendent; District Leadership Team (DLT), and Building Leadership Team (BLT)

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

POLICY, EVALUATION, AND GOALS (PEG) COMMITTEE MEETING
August 19, 2009

A Policy Committee meeting was held on Wednesday, August 19, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Millard called the meeting to order at 9:50 a.m. Committee members present were Dr. Ralph H. Lee, Dr. Dietra D. Millard, and Terry Finnegan (departed at 10:02 a.m.). Board members present Amy Leafe McCormack and Sharon Patchak-Layman. 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

Acceptance of June Policy Committee Minutes
It was the consensus of the Policy Committee members to accept the minutes of the June 2009 Committee meeting by acclimation.

Discussion of Board of Education Goals for 2009-2010
Amendments from the discussion at the July Special Board meeting had been incorporated into the goals presented. PEG Committee members reviewed them.

Goal #1
Accepted as presented.

Goal #2
Accepted as presented.

Ms. McCormack continued to feel that oral communication was important and that it should be included in the goals with the focus of moving forward. There was agreement that this come to the September Instruction Committee under an agenda item of "Evaluation of Public Speaking for Students."

Mr. Rouse, in response to Dr. Lee, stated that tutoring would be provided to students in the In-school Suspension Room. Students with Out-of-school Suspensions will receive not only homebound tutoring but additional items of support in order to instill confidence in them to learn. Dr. Lee asked how that would be evaluated. The response was that the administration will ask the faculty for their input on how well students transition back from ISS or OSS to the classroom. Dr. Weninger asked for the opportunity to develop that measurement.

Goal #3
Accepted, as amended.

Dr. Weninger affirmed the dates listed in the goals and it was noted that the Personnel Committee shall be referred to as the Human Resources Committee. PMA would also be written out.

Goal #4
Accepted, as presented.

Goal #5
Accepted, as presented.

Regarding student and staff learning environments, Mr. Rouse stated that the District planned to have assemblies such as they do in grade schools that focus on conducting oneself positively in the building. Hopefully, students will then have the motivation to allow them to conduct themselves differently and fewer infractions will occur. Class 2 infractions are those that immediately impact the learning environment.

It was the consensus of the PEG Committee members to recommend that the Board of Education approve the goals for the District at its regular August Board of Education meeting.

Consideration of the following Policies for Second Reading and Action

Policy 20, Board of Education (Revision)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 20, Board of Education, at its regular August Board of Education meeting.

Policy 3310, Contracts/Purchasing
It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 3310, Contracts/Purchasing, at its regular August Board of Education meeting.

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, Rebimbursement of Board of Education Member Expenses, at its regular August Board of Education meeting, as presented.

If acting on behalf on the Board of Education, the member may submit expenses if that was the member's desire.

Policy 3555, Attendance at Conferences and Workshops (Revision)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 3555, Attendance at Conferences and Workshops, at its regular June Board of Education meeting, as presented.

Consideration of the following Policies for First Reading and Action

Policy 1320, School Visitors
It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 1320, School Visitors, at its regular August Board of Education meeting for First Reading.

The purpose of the revision of this policy was to give more support to refuse re-entry into the building. Mr. Rouse stated that the police suggested the school have a trepass policy and procedures for people who are counterproductive to the safety and learning of the building. Mr. Rouse thanked Ms. Bishop for her work in revising this policy.

Ms. McCormack noted that District 90 had a similar procedure. When Dr. Lee asked if the school could legally prohibit parents from enter the building, Mr. Rouse stated that identified parents would be notified that they would need to obgain permission before being allowed to enter the building.

Policy 6160, Academic Honesty
It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 6160, Academic Honesty, for first reading, at its regular August Board of Education meeting.

The purpose for revising this policy was to identify, in one place, infractions of academic honesty. Previously, there were inconsistencies as students could be consequenced both academically and within the discipline system. The proposed process allows the counselor to be aware of all incidents and to initiate interventions, if necessary.

Policy 6130, Objections To Instructional Materials (Revision)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 6130, Objections to Instructional Materials, at its regular June Board of Education meeting for First Reading, as presented.

The changes proposed were editorial in nature. Should parents object to instructional materials, the school would offer an alternative educational experience.

Policy 6131, Objections To Materials In Library Collection (Revision)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 6131,Objections to Instructional Materials, at its regular June Board of Education meeting for First Reading, as presented.

The changes proposed were editorial in nature.

Policy 6133, Consultation With Parents and Teachers (Revision)
It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 6133, Consultant with Parents and Teachers, at its regular August Board of Education meeting for First Reading, as presented.

The changes proposed were editorial in nature.

Adjournment

At 10:35 a.m., on Wednesday, August 19, 2009, the Policy, Evaluation, and Goals Committee adjourned.

Oak Park and River Forest High School
District 200

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

TO: Board of Education

FROM: Attila J. Weninger and Nathaniel L. Rouse

DATE: September 4, 2009

RE: Board Goal 1. Racial Equity Proposal

BACKGROUND

At the regular August Board meeting, five (5) District and Board goals were adopted for the 2009-2010 school year. A major component of the first goal, Racial Equity, as the development and implementation of a professional development program for Administrators and faculty utilizing the Courageous Conversations About Race (CCAR) research and methodology.

SUMMARY

Faculty member and English Division teacher, Devon Alexander, has been deeply involved in critical race theory in his own personal and professional development, in the first installment of CCAR last year with a group of faculty and Administrators, and in the development of CCAR for this school year. He and Devon will co-facilitate this year's CCAR program.

Late last spring/early summer, I asked Devon to prepare a rationale for compensating his work in developing CCAR. That rationale and his request are attached. In addition, the District compensated Devon for work this summer at the curriculum development rate of $27.50/hour for 30 hours.

The District has compensated employees for such work in the past if it is done outside the normal workday, and that will be the case in this instance. Also, the term "curriculum development" is a term that is used to encompass more than student, academic curriculum development; it includes the type of curriculum development work Devon has and will continue to do.

Nate and I have met with Devon on several occasions over the past several months reviewing the proposal with him, making suggestions, and providing for him the rationale and recommendation we make below.

RECOMMENDATION

We recommend that Devon Alexander be provided with 138 hours of "curriculum development" time to be performed outside the normal school workday at a rate of $27.50/hour for a total of $3,795.00, and that the District support his request to attend the 2nd Annual Courageous Conversation About Race Summit, as well as one additional conference on a related topic with the Principal's approval.

Compensation Proposal – Critical Race Theory in Education Program Development

Devon Alexander – CRTE Co-Coordinator August 06, 2009

I am delighted that the district has adopted its specific racial equity goal for the 2009-2010 school year and throughout the institution's life. As co-coordinators for the critical race theory in education professional development, Principal Rouse and I have outlined a nineteen day schedule that will enable the district to work toward achieving its goal of racial equity. These days will be a combination of Monday morning learning team time, end of the day/after school time, and four quarterly release dates. This professional development program is a direct result of the work that I presented, proposed, and began over the course of the last two school years. I began this training program with a small number of administration, faculty, and staff during the second semester of the previous school year. We began to investigate the significance of race and racism in educational institutions using various texts and critical race theory. I am designing a program that will expand and continue the work in preparation of achieving the district's racial equity goal over the course of the coming school year.

Since arriving at OPRFHS, I have been keenly focused on the significance of race and racism throughout our educational institution. I have been tirelessly working to bring about the transformation that will enable the district to significantly impact the predictability of race as a factor in student achievement and dismantle the structural racial inequities within the institution. I teach a senior level Critical Race Theory and African American literature course. I have presented at the 5th International Conference on Teacher Education for Social Justice, the 2008 MSAN Annual Teacher Conference, the 3rd Annual Critical Race Studies in Education Conference, the 2009 MSAN Annual Teacher Conference, presenting a proposal for the 6th International Conference on Teacher Education for Social Justice, and I am co-coordinating the OPRFHS and ETHS co-sponsored 2009 MSAN Student Conference. I am an alumnus of the Institution for the Recruitment of Teachers. The IRT is a national competitive program that offers between 30-35 positions for its intensive summer program. This program aims to prepare minority educators for graduate coursework and the profession of education. My graduate course work as a full-tuition scholarship recipient and teaching assistant focused on Critical Race Theory and American literature. During the 2008-2009 school year, I had the opportunity to work with two of the leading scholars in the field of Critical Race Theory in Education, David O. Stovall and Marvin Lynn, in their respective courses at the University of Illinois at Chicago. Through my work as a student, teacher, and presenter I have made invaluable connections with Critical Race Theory in Education scholars from around the country who continue to work with and mentor me in my work.

My work in the 2009-2010 school year will be to develop and implement the necessary program to build and equip the facilitator cohort necessary to accomplish the critical race theory in education professional development in 2010-2011. I am proposing the following. First, I would like to receive curriculum development hours. The curriculum development rate is currently $27.50 per hour. Given that I will develop the curriculum and train the facilitator cohort, I am requesting that I receive $55 per hour in compensation to reflect the twofold nature of my work. In the field, race and education consultants charge between $150/hr-$300/hr, $1500/day, and $70,000-$300,000 in total fees. While I am not a credentialed consultant on par with an incorporated company, I have established the credentials to validate my credibility to develop the curriculum and train the district's employees in this form of race and education professional development. I am, therefore, seeking a small percentage of what the district would pay to

bring in an outside consultant to perform this race and education professional development. In the development of this program, we will utilize a total of 54 work hours to establish the critical race consciousness and conversations about race facilitation capabilities of the facilitator cohort. This will require that I spend at least 138 hours of preparation in order to successfully develop the facilitators. In education, typically, teachers double their classroom time in order to calculate their preparation time. My work time will be extended by factors that will require strategic preparation in order to maximize the developmental program's success. I am working with educators who have minimal critical understanding of the nature and function of race and racism within society and educational institutions. This opinion is the result of my specific work with OPRFHS educators over the course of the 2008-2009 school year. My work time will also be extended by the critical, strategic, OPRFHS specific analysis of the critical race theory that will be integral to the development of facilitators. My academic study, experience teaching critical race theory, and national presentation experience have informed my calculations of the necessary preparation time that will be required to educate and prepare the facilitator cohort.

Second, I am requesting professional development attendance of the 2nd Annual Summit for Courageous Conversations. My attendance of the 2nd Annual Courageous Conversations Summit, held on October 10th-14th, which will continue to strengthen and refine my capabilities to develop, implement, and evaluate these beginning stages of the critical race theory in education professional development. I am seeking a very small percentage of what the district would pay to have a diversity/cultural/race consulting firm develop, implement, and evaluate this program. I have outlined the specific dollar amounts tied to both items on the attached.

I am very excited to co-coordinate this work. I am motivated by the district explicitly and institutionally stating its racial equity goal. This critical race theory in education professional development offers the district the opportunity to revitalize how adults in the school community conceive of, approach, and achieve academic engagement with students of color and other students. In order to begin this work within the timeframe outlined by the Board of Education and Administration, I am requesting a decision prior to the district's September 11th institute day. If it would be helpful in reaching a decision, I will avail myself to meet with the Board of Education and Administration to present this proposal and answer any questions.

With Respect,

Devon Alexander
Co-Coordinator - Critical Race Theory in Education Professional Development
dalexander@oprfhs.org

SECOND

READING

Policy 1320, SCHOOL VISITORS

~~Opportunities shall be made available for community residents to observe the school in its daily operations, to visit classrooms, and to become familiar with school programs through personal observation. Parents, graduates, education students, and other v~~Visitors are welcome to visit the school, provided their presence will not be disruptive to school operations or violate the confidentiality of students.

Primary consideration in accommodating visitors shall be given to student welfare and the continuity of educational programs. Opportunities shall be made available for community residents to observe the school in its daily operations to visit classrooms, and to become familiar with school programs through personal observation. ~~Any person wishing to confer with a staff member shall make prior contact with that staff member to establish a mutually convenient meeting time. Conferences with classroom teachers are to be held outside of school hours or during the teacher's' conference/preparation periods.~~

All visitors shall initially report to the Welcome Center (Room 105). During the hours of 7:00 a.m. – 4:00 p.m., visitors will ~~to~~ obtain an identification badge before visiting any area of the building or any individual in the building. Visitors must wear the identification badge at all times while on school property. Exceptions to this may be made by the Superintendent (or his/her designee) through administrative procedures.

Any District employee may request identification from any person entering the high school building, grounds, or property which is owned or leased by the Board of Education and used for school purposes. Refusal to provide such information is a criminal act. The Superintendent~~/Principal~~ (or his/her designee) shall seek the immediate removal of **and contact local police authorities if necessary for** any person who~~:~~ (1) refuses to provide requested identification, (2) interferes with, disrupts, or threatens to disrupt any school activity or the learning environment, or (3) ~~or~~ engages in an activity in violation of general District policies.

The Superintendent (or his/her designee) may also revoke the visiting privileges of any person whose actions, while visiting, pose an imminent safety risk for any student, faculty/staff member, or other visitor to the building. The Superintendent (or his/her designee) may also revoke the visiting privileges of any person who has a documented history of disruption to the learning environment. Any person whose visiting privileges have been revoked will be notified of the revocation via certified letter if an address is available. ~~(Start new paragraph).~~

Any person wishing to confer or to conduct business with a staff member shall make prior contact with that staff member to establish a mutually convenient meeting time. Conferences with classroom teachers are to be held outside of school hours or during the teachers' conference/preparation periods.

Any person wishing to confer or to conduct business with a staff member outside the 7:00 a.m. – 4:00 p.m. time period, should obtain an identification badge at the Welcome Center during its hours of operation, 7:00 a.m. – 10:00 p.m. Students, parents, and other visitors in attendance at scheduled school events may not be required to obtain an identification badge or to stop at the Welcome Center.

Any person visiting any indoor or outdoor District facility is required to abide by this policy and its administrative procedures regardless of the purpose for the visit.

Authorized agents of an exclusive bargaining representative, upon notifying school officials, may meet with school employees in the school building during duty free times of such employees and as specified in the appropriate negotiated agreement.

The Superintendent~~/Principal~~ (or his/her designee) will develop ~~administrative~~ procedures which~~in~~ support, implement, and enforce ~~of~~ this entire policy.

Amended Date(s):	June 20, 2005; March 20, 1997
Adopted Date:	Adopted July 26, 1979
Review Date:	
Law Reference:	105ILCS 5/24-25
Related Policies:	
Related Instructions And Guidelines:	See Procedures
Cross Ref.:	

PROCEDURES FOR POLICY 1320, SCHOOL VISITORS

Every visitor entering Oak Park and River Forest High School to confer or conduct business with a staff member must stop at the Welcome Center (Room 105) between 7:00 a.m. and 4:00 p.m. daily for the purpose of obtaining an identification badge. Any person wishing to confer or to conduct business with a staff member outside the 7:00 a.m. – 4:00 p.m. time period, should obtain an identification badge at the Welcome Center during its hours of operation, 7:00 a.m. – 10:00 p.m. All visitors are expected to wear the identification badge while on school property. Students, parents, and other visitors in attendance at scheduled events may not be required to stop at the Welcome Center and obtain an identification badge. In addition, visitors are expected to do the following:

1. ~~M~~make prior contact with the staff member being visited regarding a mutually convenient meeting time~~.~~;
2. ~~S~~show valid identification in the form of a photo ID to any requesting District employee~~.~~;
3. ~~C~~cooperate in providing the information requested on the Guest Log ~~Sheet~~ (name, date, sign-in time, individual being visited, sign-out time)~~.~~;
4. ~~E~~expect verification that the staff member or office being visited expects the visit~~.~~;
5. ~~V~~visit only the areas of the building authorized by the Welcome Center, unless ~~they are~~ escorted elsewhere by the~~ir~~ host~~.~~;
6. ~~W~~wear the identification badge visibly at all times and to return it to the Welcome Center at the conclusion of the visit~~.~~;
7. ~~R~~refrain from disrupting school activities and/or the learning environment~~.~~; and
8. ~~cooperate with~~ adhere to general District policies and standards of behavior.

Visitors who do not comply with the expectations above are subject to criminal penalties as outlined by T~~t~~he *School Code of Illinois*.

Amended Date(s):	
Accepted Date:	June 20, 2005
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 6130, OBJECTIONS TO INSTRUCTIONAL MATERIALS

A. Generally

Any resident of the District, parent, student, or faculty/staff member, may request reconsideration of or object to 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 or 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-, Student, Faculty/Staff, or Citizen.

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

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~~Library, 201 N. Scoville Avenue, Oak Park, IL 60302.

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.~~Division Head. 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. ~~T~~to provide educational support and enrichment for faculty and the curriculum while recognizing the interests, abilities, and maturity levels of the students served~~.~~;

B. ~~t~~To provide the kind of background information that will enable students to make reasoned judgments in everyday life; and~~.~~

C. ~~t~~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 the following ~~these~~ procedures~~:~~.

A. a~~A~~ conference involving the Division Head ~~of Information Services and Instructional Technology~~, the ~~Superintendent/~~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 (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.:	

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

The Superintendent~~/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 who have students enrolled in programs.

The Superintendent~~/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~~ (or his/her designee) shall ensure that these guidelines are distributed to parents/guardians of students receiving services or who have students enrolled in programs supported by Title I funding.

Amended:	November 16, 2006
Adopted:	April 27, 1988
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 6134, INSTRUCTIONAL MATERIALS

A textbook is defined as a book which is provided to or purchased by all students in a class or class sets of books which are provided for use as a part of the curriculum, whether in hard copy or electronic format.

Textbooks are adopted by the Board of Education upon the recommendation —of the ~~department~~Division Head~~ head~~ and the Superintendent~~/Principal or the Superintendent/Principal's delegate~~. The Board of Education will adopt a textbook only after the Superintendent (or his/her designee) ~~a member~~ has had an opportunity to review the recommended text.

No textbook shall ~~should~~ be presented to the Board until it has been reviewed by teachers and the ~~department~~ Division Head~~head~~ in the division~~department~~ where its use is proposed. ~~The staff is encouraged to consider as criteria i~~In evaluating textbooks such ~~things~~ criteria as currency, reading level, cultur~~al~~e, racial and sex bias, and cost to students should be used.

Other instructional materials used in the classroom ~~instruction~~ are selected by faculty ~~teachers~~ with the approval of the appropriate Division Head and Assistant Superintendent for Curriculum and Instruction. ~~department head.~~

Amended:	August 28, 1998; November 18, 1982; October 20, 1977
Adopted:	September 23, 1968
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	Cultural Diversity and Human Dignity, 101; Controversial Issues, 4112; Objections to Instructional Materials, 6130; Objections to Library Materials, 6131; Bookstore, 6135: Instructional and Recreational Support Materials, 6400

POLICY 6135, BOOKSTORE

The bookstore will sell the majority of books, supplies, locks and physical education clothing students need for their courses. It also accepts payment for student fees and other financial obligations when the B~~b~~usiness ~~o~~Office is not available to students. The inventory available for sale to students is based on two criteria: 1. the educational needs required by the current curriculum; and 2. the cost and convenience of carrying the items for student purchase.

The District will purchase textbooks and loan them to students who qualify under ~~the~~ federal and state guidelines. Loaned materials will correspond to the student's class schedule and include textbooks, novels, workbooks, calculators, specific Fine and Applied Art materials, and one P.E. uniform. Miscellaneous supplies such as notebooks will not be provided through the loan program. Loaned books and calculators must be returned in good condition at the end of the school year or when the student withdraws from school. The students will be charged the replacement cost for loaned items not returned.

The District will participate in the Illinois State Textbook Loan Program to the fullest extent possible. To the extent possible, state loaned textbooks will be made available to all students on an equal basis and must be returned in satisfactory condition.

Amended:	March 22, 2007
Adopted:	November 18, 1982
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	Cafeteria and Stores, 3535; Payment of Fees, 5112; Instructional Materials, 6134

POLICY 6220, TUTORING AND THERAPY

Teachers are expected to assist students before and/or after school as well as during their preparation periods. Times and locations for such help are to be posted by each teacher.

Teachers are not to tutor for pay any students from their own classes.

Contractual ~~P~~professional staff members who provide therapy for students through the auspices of the school are not to provide therapy for pay to such students.

Neither tutoring nor therapy for pay by school employees or contractual professional staff members should occur -during the hours of the school day or in school facilities.

Home/hospital instruction will be provided for a student whose physician indicates that the student will be out of school for a minimum of two weeks.

Amended:	December 21, 2006; May 25, 2000
Adopted Date:	November 15, 1983
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref:	

ACADEMIC HONESTY 6160

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

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

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

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

Procedures Related to Academic Honesty Policy

Cheating:

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

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

Plagiarism and Fabrication:

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

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

A.

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

1. The Division Head and teacher will review all information related to the incident to confirm the suspicion that the academic fraud has occurred. If confirmation cannot be made, the matter will be dropped.

2. Following confirmation of the incident, the Division Head ~~teacher~~ will notify the ~~Dean~~ Counselor and parent of the suspected academic fraud and the Division Head will notify the ~~Instruction Center~~ Assistant Superintendent of Curriculum and Instruction (ASCI) regarding the possible violation of the ~~d~~District's Academic Honest Policy.

3. The Assistant Superintendent for Curriculum and Instruction (ASCI) ~~An administrator in the Instruction Center~~ will convene a hearing within ten (10) school days of receipt of such notification. The hearing panel will be comprised ~~of~~ of the ASCI, ~~an Instruction Center administrator~~, a Division Head (not from the division in which the alleged infraction occurred) and a ~~Dean~~ Counselor (not the student's ~~Dean~~ Counselor). The hearing panel will take testimony from the student and the teacher (and the ~~Dean~~ Counselor, Division Head, and parents when deemed necessary) and

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

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

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

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

FIRST

READING

Policy 3030, Athletic Field(s) and Stadium Lighting

Athletic field(s) and stadium lighting shall be used for the purposes and benefits of the District and the community. The Superintendent (or his/her designee) is responsible for the development and implementation of a reasonable and appropriate plan for the purpose, usage, and schedule of said lights. The plan shall acknowledge and be within the limits of Village of Oak Park ordinances and special use permits. Any exceptions to these shall be sought through established Board and/or Village of Oak Park procedures.

Schedule and use of athletic field(s) and stadium lighting shall take into consideration and be respectful of the fields' and stadium's locations within a residential area. The Superintendent (or his/her designee) shall annually notify neighbors in the surrounding area through the District Neighborhood Network of the expected and anticipated use of lights on the field(s) and the stadium. Effort shall be made to notify neighbors of additions to the schedule with as much in advance notice as possible.

The Superintendent (or his/her designee) shall designate administrative and/or supervisory staff as contacts for neighbors in the event such contact is necessary during field(s) and stadium use with lights.

A. **Athletic field(s) and stadium lights shall be used in accordance with the following procedures.**

    1. **The lights shall be illuminated for Oak Park and River Forest High School District 200 approved programs, special events, athletics, or community/civic events.**
    2. **Lights shall be operated only by authorized District staff.**

B. **The South Field lights shall be used in accordance with the following restrictions.**

    1. **Light poles shall not exceed 100' in height and shall have a silver, galvanized steel finish.**
    2. **Lights atop the light poles shall be turned off not later than 8:00 p.m., Monday through Saturday.**
    3. **Lights atop the light poles shall not be used on Sundays.**
    4. **The gates to the South Fields shall be locked at 10:00 p.m., Sunday through Saturday, and re-opened at 6:00 a.m. each morning.**
    5. **Light spillage from the lights shall not exceed the foot candles set forth in the 2002 Village Special use permit.**
    6. **Adequate trash receptacles and trash clean-up services shall be provided at the South Fields.**
    7. **Signage shall be provided at each gated entrance to the south Fields directing users to observe the "permit parking only" status of on-street parking in the neighborhood and other applicable conditions.**

8. **The District shall not rent the South Fields for commercial purposes to a for-profit entity.**

C. **The Stadium lights shall be used in accordance with the following restrictions.**

1. **Light poles shall not exceed 100' in height and shall have a silver, galvanized steel finish.**
2. **On Mondays through Thursdays, in the fall and spring, lights shall be used only for games and practices, and only until 8:00 p.m. The lights shall be turned off no later than 8:00 p.m.**
3. **Friday night games shall be a maximum of 9 in the fall and 6 in the spring.**

a. **Varsity Football Friday night games will begin at 7:30 p.m., and every attempt shall be made to end those games no later than 10:30 p.m.**

b. **All other turf sports, (Lacrosse, Soccer, and Field Hockey) shall begin no later than 7:00 p.m., and every attempt will be made to end those games no later than 9:00 p.m.**

4. **Fall Friday night games will include 3-4 Football games (plus one additional game if OPRF makes the playoffs and if it is selected as a site); 2 boys' Soccer games; and 2 girls' Field Hockey games.**
5. **Spring Friday night games will include 2 girls' Soccer games; 2 girls' Lacrosse games; and 2 boys' Lacrosse games.**
6. **There will be no evening practices, games, or events on Saturday or Sunday nights, which would use the stadium lights.**
7. **The stadium shall be used with lights only by OPRF High School for its teams, groups, and events. No other external group(s) will use the stadium at night with or without lights.**
8. **The District shall not rent the South Fields for commercial purposes to a for-profit entity.**
9. **Lights to be installed will provide maximum candle power for the field but with the least "light trespass" onto the street, homes, and adjacent areas. Lights shall have louvers that act as shields for better focus. The lighting system shall be "light structure green" technology by Musco.**
10. **During night games, the public address (PA) system shall be designed to minimize sound impact on surrounding property. Speakers will be designed and hung on light poles so as to direct sound towards the field and away from residences. The PA system will be adjusted to reduce volume and quantity, the long throw switch will be turned off, and 4 speakers shall be used to reduce noise.**
11. **OPRF shall implement a clean-up plan for event evenings to ensure a clean neighborhood on mornings that follow, as early as 7:00 a.m., and personnel shall be assigned to provide any remaining clean up as necessary.**
12. **The District will work with neighbors and the Oak Park Police Department to develop and to implement a plan to ensure limited disruption and flow of traffic during events at which stadium lights are used.**

13. **The District will work with neighbors and the Oak Park Police Department to develop and to implement a safety plan during events at which stadium lights are used.**

Amended Date(s): Adopted Date: Review Date: Law Reference: Related Policies: Related Instructions And Guidelines: Cross Ref.:

POLICY 6150, ADJUNCT PROGRAMS

The Board of Education may authorize the provision of Summer School, Summer Activity Programs, and Evening High School programs and may establish tuition rates for each program. Summer School and Summer Activity Programs shall be self-supporting ~~as to instructional costs~~.

Amended:	
Adopted:	November 18, 1982
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 6220, TUTORING AND THERAPY

Teachers are expected to assist students before and/or after school as well as during their preparation periods. Times and locations for such help are to be posted by each teacher.

Teachers are not to tutor for pay any students from their own classes.

Contractual ~~P~~professional staff members who provide therapy for students through the auspices of the school are not to provide therapy for pay to such students.

Neither tutoring nor therapy for pay by school employees or contractual professional staff members should occur -during the hours of the school day or in school facilities.

Home/hospital instruction will be provided for a student whose physician indicates that the student will be out of school for a minimum of two weeks.

Amended:	December 21, 2006; May 25, 2000
Adopted Date:	November 15, 1983
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref:	

POLICY 6400, INSTRUCTIONAL AND RECREATIONAL SUPPORT MATERIALS

Classroom teachers and sponsors of clubs and activities have the responsibility to select age-appropriate instructional and recreational materials and resources.

In the case of ~~movies~~media, teachers and sponsors should consider the age-appropriate ratings of the ~~movie~~ industries involvedy in making a decision about using a particular ~~movie~~media, and only if a compelling instructional need is served should they use the media~~a movie~~ whose industry rating would not permit the students in a class to see/hear ~~the movie~~ it in a commercial theater or for purchase.

If a teacher or a sponsor decides to use media ~~a movie~~ that is not age-appropriate according to ~~movie~~ industry standards, that teacher must announce the decision in advance of the use and must provide an alternative experience without academic penalty or personal embarrassment to the student who elects not to view/hear the media~~movie~~.

Classes in which ~~movies~~ media outside the age-appropriate standards of the ~~movie~~ industry will be used on a regular basis must be designated as such in the *General Catalog*.

Amended:	
Adopted:	March 20, 1997
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

EDUCATION OF CHILDREN WITH DISABILITIES 6500

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act ("IDEA") and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between the ages 3 and 21 for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services and accommodations. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Rules and Regulations to Govern the Administration of Special Education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system or procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parents(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

Amended:	
Adopted:	October 25, 2001
Review Date:	
Law Reference:	Americans With Disabilities Act, 42 U.S.C. 12101 et seq. Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq. Rehabilitation Act of 1973, Section 504, 29 U.S.C. 794. 105 ILCS 5/14-1.01 et seq., 5/14-02a, 23 Ill. Admin. Code 226.
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	2:150 (Committees), 7:210 (Misconduct By Students With Disabilities)

POLICY 10, INTRODUCTION

~~The faculty of the~~ Oak Park and River Forest High School ~~and the members of the Board of Education are~~ is committed to a program of quality education for every individual. To discharge this obligation, plans are made to meet the needs of all students so that each may be educated in accord with the student's interests and abilities. Extensive ~~subject~~ course offerings make it possible for students to prepare for the challenges offered by the most selective colleges or for the termination of their formal education at the conclusion of high school.

All of these programs are conducted energetically and conscientiously. ~~It is common for teachers to teach students of diverse abilities, but – where practical – ability grouping is used to improve the effectiveness of the instructional program. In carrying out this concept, the faculty has pioneered in ability grouping and acceleration of students and has developed Advanced Placement work and college level courses in most academic areas.~~

The Policies of the Board of Education are available in print or online for perusal by Board members, staff members, administration, and ~~interested~~ citizens. The affairs of the ~~School~~ District are public business, and the principles guiding the decisions of the Board, administration, and staff are based on these Policies and are always subject to review. The ~~members~~ District endeavors to have each decision contribute effectively to the over-all quality of the program of the school and to serve the needs of the students and the best interests of the community.

Amended:	November 18, 1982
Adopted:	
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 12, AMERICAN FLAG

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

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

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

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

Amended Date(s):	November 15, 2007
Adopted Date:	
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 30, POLICY CHANGES

The Board of Education may add, delete, or revise policies contained herein by a majority vote of members. Policy changes may originate with Board of Education members or the Superintendent, and are to be presented in writing at one meeting and acted upon at a later meeting.

Amended:	March 15, 1979
Adopted:	January 23, 1975
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 100, STATEMENT OF PHILOSOPHY

"Those Things That Are Best"

We believe that—

Human beings want to learn and can derive their most gratifying and certainly their unique human fulfillment from the process of satisfying their intellectual curiosity. While some educational endeavors are justified by what they enable a student to do later in life, it is also true that learning has intrinsic worth. It is the source of mankind's loftiest and most enduring pleasure: the exercise of the mind.

The task given by society to the school is the formal education of its youth. This education must include general humanistic studies, must aim for competence in communication and computational skills, and must nurture healthful living. In a world of rapid change, the ability to recognize change, to adapt and to learn new approaches and techniques is in itself an essential skill. The needs of each student must be the primary concern. Learning can take place in many ways, but it is enhanced when it is self-motivated. The interaction between teacher and student is the center of the school's learning process in all aspects of the school program. The curriculum, the substance of the learning process, should draw selectively upon subject areas, both as traditionally understood and as newly emerging. Concentration should be upon relating essential ideas from various disciplines through differing methods of inquiry.

The objective of quality education is to inspire and to equip each student to find a constructive and responsible role as a caring citizen in the world and in this nation and community. Quality education readies students for the world of work and for valuing the non-occupational aspects of living. The school should build upon each student's aptitudes, past experiences, achievements, traits, interests, and worthy goals in life. The school should help students become aware of personal capabilities, problems, strengths and weaknesses, self-worth, and ability to improve the world in which they live as they mature and fulfill themselves.

Our students will take their place in a larger society characterized by competition and cooperation. The competitive spirit induces effort to overcome challenges and requires learning how to handle both success and failure in self and others. The cooperative spirit leads to valuing and strengthening others and learning to meld into a working group. The school should help the students learn to achieve in both situations.

In a society characterized by diversity of cultural heritage, it is important that persons in the school community learn to respect and understand both their own roots and the roots of others. Awareness of ethnic, religious, racial, economic and political backgrounds,

ours and others', assists the development of empathy, communication, and the constructive interaction necessary to our developing society.

Moral concern and the behavior issuing from it make life in community possible and enriching. The school shares responsibility with the larger community to foster a type of reflection, conscious decision-making and behavior that looks beyond individual perception to a larger sense of the right, the good, the better, the best, the ideal as criteria for behavior for both the individual and society. The task of the school is to encourage students in their own moral reflection and action rather than to recommend or impose any particular value system or judgment.

The high school is a partner in a much larger, continuing process of learning that includes the home, elementary and post secondary education, leisure activities, employment and community life. In determining responsibility to be assumed, the high school should accept those educational tasks in which it can function best; it should not accept non-educational tasks unless they are clearly required to fulfill its primary educational role or they cannot be cared for with reasonable facility by other appropriate agencies. The school must rely upon the good will, active support, and faithful performance by others of their own contribution to the educational effort.

Amended Date(s):	February 21, 1986; March 15, 1979, October 21, 1976
Adopted Date:	
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

HUMAN DIGNITY AND DIVERSITY 101

The Board of Education recognizes the diverse character of the Villages of Oak Park and River Forest and asserts that, in a society characterized by that diversity, it is important that persons in the school community understand both their own heritage and the heritage of others.

Respect for the rights of others encourages understanding and interaction necessary to good citizenship. There shall be no discrimination against any individual because of race, religion, nationality, gender, disability, physical characteristics or sexual orientation.*

Each individual shall be considered as unique with individual strengths, talents, skills, and shortcomings; shall have equal access to all school-related opportunities; shall be regarded in the same high esteem; and shall equally be encouraged to fulfill his or her potential as a human being.

Negative or discriminatory behavior in violation of this policy shall be challenged wherever it occurs and dealt with appropriately.

*Civil Rights are defined by local, state and federal ~~L~~laws. For purposes of this statement, "sexual orientation" is defined as the actual or perceived state of hetero-sexuality, homosexuality, or bisexuality.

Amended Date(s):	March 25, 2004; April 22, 1993; December 13, 1989, October 19, 1978
Adopted Date:	June 19, 1975
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

POLICY 101-A, GENDER EQUITY

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

Amended Date(s):	
Adopted Date:	May 27, 1993
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	

Gender Equity Procedures, Policy 101-A

I. Equal Access to Programs and Activities

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

A. Education Programs

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

a. grouping of students in ~~p~~Physical ~~e~~Education classes and activities by ability as assessed by objective standard of individual performance developed and applied without regard to gender;

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

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

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

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

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

b. ~~P~~rovided that where there is no such team for the excluded gender, members of the excluded gender

may be allowed to try out for the team. Eligibility to try out and/or participate on the team shall be determined by the District on a case-by-case basis. Moreover, equal athletic opportunity shall be provided for members of both genders, including equal provision for equipment, supplies, coaching, facilities, services and publicity, except that unequal aggregate expenditure of funds for members of each gender or male and female teams will not in and of itself constitute a violation of this policy.

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

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

B. Other Activities or Facilities

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

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

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

4. Housing. Nothing in this policy shall be interpreted as prohibiting the separation of students by gender in housing

for field trips or other reasons. Such separate housing must be comparable in quality and availability.

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

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

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

C. District Employment Activities

Applies to all aspects of the ~~d~~District's employment programs, including but not limited to, recruitment, advertising, process of application for employment, promotion, granting of tenure, termination, layoffs, wages, job assignments, leaves of absence of all types, fringe benefits, training programs, employer-sponsored programs, including social, or recreational programs and any other

term, condition or privilege of employment. Specifically, the following personnel employment practices are prohibited~~:~~

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

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

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

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

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

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

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

II. Policy Enforcement

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

A. Designate a member of the administrative staff

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

B. Provide for the publication of this policy on an ongoing basis to students, parents, employees, prospective employees, and ~~d~~District employee unions or organizations~~,~~; such publication to include the name, office address; and telephone number of the gender equity coordinator designated pursuant to this policy in paragraph B.1.

C. Provide inservice training implementing the gender equity policy to ~~school d~~District administrators and to certificated and non-certificated personnel as needed.

Grievance Procedure for Policy 101-A, Gender Equity

Grievance Procedure

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

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

I. Procedure

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

II. Definitions

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

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

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

~~C.~~

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

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

F. "Student" means a person enrolled in the school operated by the ~~d~~District.