

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

BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING

Thursday, October 15, 2009

Immediately following Instruction Committee

Board Room

AGENDA

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

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

- A. Policy 6130, Objections To Instructional Materials (Revision)
- B. Policy 6131, Objections To Materials In Library Collection (Revision)
- C. Policy 6133, Consultation With Parents and Teachers (Revision)
- D. Policy 6134, Instructional Materials (Revision)
- E. Policy 6135, Bookstore (Revision)

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

- A. Policy 5119, Home-Schooled and Non-public School Students (Revision)
- B. Policy 5127, Alternative Credit (Revision)
- C. Policy 5136, Student Travel (Revision)
- D. Policy 6150, Adjunct Programs (Revision)
- E. Policy 6220, Tutoring and Therapy (Revision)
- F. Policy 6400, Instructional and Recreational Materials (Revision)
- G. Policy 6500, Education of Children with Disabilities (Revision)
- H. Policy 10, Introduction (Revision)
- I. Policy 12, American Flag (Revision)
- J. Policy 30, Policy Changes (Revision)
- K. Policy 100, Statement of Philosophy (Revision)
- L. Policy 101, Human Dignity and Diversity (Revision)
- M. Policy 101-A, Gender Equity (Revision)

IV. Additional Matters for PEG Committee Information/Deliberation

Evaluation of Committee Structure

Docket: Policy 3030, Athletics Field(s) and Stadium Lighting (New)

- 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
September 10, 2009**

A Policy Committee meeting was held on Thursday, September 10, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Millard called the meeting to order at 9:30 a.m. Committee members present were Dr. Ralph H. Lee, Dr. Dietra D. Millard, and Terry Finnegan (departed at 9:20 a.m.). Board members present John C. Allen, 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; James Paul Hunter, Faculty Senate Executive Committee Chair; and Dr. David Gullo, community member.

Acceptance of August Policy Committee Minutes

It was the consensus of the Policy Committee members to accept the minutes of the August 2009 Committee meeting, as presented.

Visitor Comments

Dr. David Gullo asked the Committee to consider amending Policy 5129, Physical Education Waiver, so that students having athletic study halls one semester may be given a PE waiver the other semester in order to enroll in a full-year academic course.

It was the consensus of the Committee to review this policy when all of the pertinent information is available to do so, e.g., these financial and academic factors that would influence this decision, etc. Mr. Rouse reaffirmed that the District has an appeal process and it should be honored. Last year 45 requests for waivers were received and only two were granted. Ms. Patchak-Layman did not object to this matter coming to the Board of Education's attention.

Board of Education Goals

Dr. Weninger reported that Devon Alexander had spearheaded the work with faculty on Courageous Conversations on Race last year and that he had constructed a proposal for a sustained program. Mr. Alexander distributed a copy of his "Critical Race Theory in Education" at the table. Mr. Alexander worked on this project over the summer and significant time by school personnel will be spent this year working with him to put together a program that will get more people to participate.

OPRFHS has a standard rate for curriculum development of \$27.50. The District proposed paying him for 30 hours for his summer work and to compensate him for work that would outside of the school day (approximately 100 to 150 hours).

Dr. Millard asked if a written evaluation of last year's program had been conducted. Mr. Alexander stated that while no written evaluation was available, of the thirty-seven originally asked to participate last year, twenty-two (22) of the most active ones reconfirmed their work with him this year. Expanding this to the entire school will entail developing a facilitating cohort of approximately forty people. Each facilitator would be in charge of 8 to 10 employees.

Mr. Alexander's original proposal asked for \$55 per hour and he explained the resources he used to help him in his expertise, including his own research, contacting other facilitators, working with the MSAN organization, and his work at OPRFHS. He noted that the 138 hours requested included by facilitation and work hours. Mr. Rouse, who has experience with this from his previous employment at Highland Park High School, will co-facilitate this program. Ms. Patchak-Layman supported Mr. Alexander's request for \$55 for facilitation time and \$27.50 for prep time. Mr. Rouse noted that he too had been a facilitator at Highland Park high school. He did not expect to receive any additional payment for his work in this regard at OPRFHS. He supported paying Mr. Alexander the current curriculum rate of \$27.50 per hour.

In the administrative proposal, it allows Mr. Alexander to attend a conference in Baltimore and will require him to miss several days of school. Dr. Millard noted that other faculty members have requested time off in order to develop the professional aspect of their careers but have been denied that ability. She felt others should be allowed to have this opportunity as well. Dr. Weninger clarified that this conference was directly related to a Board of Education goal and that faculty members do attend conferences.

Mr. Allen reported that the first facilitator of the Board of Education conversations did it gratis; the second one charged \$1,000 per day and refused to come back; and then the first facilitator lead the third conversation and the District forced him to take payment. While Mr. Allen respected Mr. Alexander's work, as a teacher at the high school, he felt that the remuneration of \$27.50 per hour was appropriate. Dr. Millard suggested Mr. Alexander track the time he spent on facilitation and prep.

Recessed 9:49 a.m. and reconvened at 11:36 a.m.

Consideration of the following Policies for Second Reading and Action

Policy 1320, School Visitors

It was the consensus of the PEG Committee members to recommend that the Board of Education amend Policy 1320, School Visitors, at its regular September Board of Education meeting as presented.

Policy 6160, Academic Honesty

It was the consensus of the PEG Committee members to recommend that the Board of Education amended Policy 6160, Academic Honesty, at its regular September Board of Education meeting, as presented.

Consideration of the following Policies for First Reading and Action

Policy 3030, Athletics Field(s) and Stadium Lighting

Dr. Weninger explained that the Village ordinance regarding stadium lights requires that the high school has a policy regarding the same. The policy presented is a reflection of the ordinance itself.

Discussion ensued and the following enhancements were made:

- | | |
|------------------------------------|--|
| Page 1, Item A, No. 1, Line 2: | Delete the words "special events" and community/civic", |
| Page 1, Item A, No. 1, Line 2: | Add the sentence "Approval from the Village of Oak Park shall be obtained as needed and per existing ordinances and special use permits. |
| Page 1, Item B, No. 6, Line 2: | After the word "Fields" add "and Stadium Lights." |
| Page 2, Item C, No. 3, a., Line 2: | Add the word "reasonable" after the word "every" |
| Page 2, Item C, No. 3, b., Line 2: | Add the word "reasonable" after the word "every" |
| Page 2, Item C, No. 8, Line 1: | Add the words "Stadium and" after the words "rent the" |
| Page 2, Item C, No. 10, Line 2: | Replace the words "and hung on light poles so as to direct sound towards the field and away from residences" with "minimize sound impact on surrounding property." |

Discussion ensued about listing specific events, such as July 4, where the lights might be used. Should additional events be requested, a change of policy would be needed. Committee members felt this would be too cumbersome.

It was the consensus of the PEG Committee members to recommend that the Board of Education approve this policy for first reading as amended at its regular September Board of Education meeting. It was also requested that this policy be sent to the Stadium Neighborhood Advisory Committee (SNAC) for review.

Adjournment

At 11:54 a.m., on Thursday, September 10, 2009, the Policy, Evaluation, and Goals Committee adjourned.

**SECOND
READING**

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. ~~To~~ provide educational support and enrichment for faculty and 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; and
- 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 the following these procedures:

- 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~~ in evaluating textbooks such things ~~criteria~~ as currency, reading level, cultural, 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 Business eOffice 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

FIRST

READING

POLICY 5119, HOME-SCHOOLED AND NONPUBLIC SCHOOL STUDENTS

Part-time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular educational program on a space-available basis. Requests for part-time attendance must be submitted to the Superintendent/Principal or designee. All requests for attendance in the following school year must be submitted before May 1.

Students accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. A nonpublic school student may attend any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for part-time attendance is responsible for all applicable fees which are directly related to the courses in which the student is enrolled.

Students with a Disability

The District will accept for part-time attendance those students with disabilities who live within the District and who are enrolled in non-public schools. Requests must be submitted by the student's parent(s)/guardian(s). Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities

A nonpublic student, who attends a District school for at least four (4) classes in the regular school day, excluding lunch, shall be eligible to participate in extracurricular activities, provided his or her participation adheres to the regulations established by any athletic association in which the School District maintains a membership. Students who are enrolled in less than four (4) courses may participate in the District's extracurricular activities if the activity is directly related to and/or a required component of a class in which the student is currently enrolled. A nonpublic student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Grade, Class and Credit Assignment When Enrolling in the District

Grade placement by, and academic credits earned at, a nonpublic school will be ~~accepted~~considered if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2)

be awarded academic credits from the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to instruction received in a non-recognized or non-accredited school will not be considered for placement on the honor roll, or computation of GPA, and computation of ~~in~~ class rank.

Recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District.

If a parent or guardian is dissatisfied with the grade placement or credit determination of the ~~Assistant Superintendent for Curriculum and Instruction~~ Principal for Student Services, he or she may appeal the decision in writing to the Assistant Superintendent of Curriculum and Instruction /Principal within ten days of notification of the placement and/or credit award. If dissatisfied with the decision of the Assistant Superintendent of Curriculum and Instruction, the parent or guardian may appeal in writing to the Principal within ten days of the notification of the decision.

The decision of the ~~Superintendent~~ Principal is final.

Amended Date(s):

Adopted Date: February 24, 2000

Review Date: March 15, 2007

Law Reference: 105 ILCS 5/10-20.24 and 5/14-6.01.

Related Policies:

Related Instructions

And Guidelines:

Cross Ref: 6:1450 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 7:30 (Student Assignment), 7:300 (Extra Curricular Athletics)

POLICY 5127, ALTERNATIVE CREDIT

Credit earned through acceptable alternative means may be applied toward the satisfaction of graduation requirements provided that such study commences after the successful completion of the 8th grade year. Students who are granted such credit may need to successfully complete additional courses in elective areas in order to compile the minimum number of credits required for graduation.

Residents of District 200 who earn credit in District 200 courses while also enrolled in a different district (i.e. District 90, District 97, Ascension Elementary School, etc.) will appear on the high school transcript, may be applied toward the satisfaction of graduation requirements, and will be used in the computation of the GPA and class rank.

Transfer Course Credit. A student may request transfer credit for courses taken in institutions accredited by the North Central Association of Colleges and Schools or any other regional accrediting association or by an institution that is recognized as credit granting by a state or national office of education. Approved course credit for transfer education experiences must involve educational activities that include at least 60 hours of instruction and a course in which the student has received a passing grade. Requests for transfer credit must be submitted to the school registrar and are subject to the approval of the ~~Director of Instruction~~ Assistant Principal for Student Services. An official transcript from the credit-granting institution must accompany any such request.

Correspondence Course Credit/Online Credit. Students who wish to satisfy graduation requirements via correspondence or online courses must complete all course requirements by May 1 of the senior year. A student enrolled in a correspondence or online credit course may receive high school course credit for work successfully completed provided that:

- A. The course is conducted by an institution accredited by the North Central Association of Colleges and Schools or any other regional accrediting association or by an institution which is recognized as credit-granting by a state or national office of education; and
- B. The student assumes responsibility for all fees associated with the correspondence or online credit course; and
- C. The limit of four correspondence or online course credits eligible for inclusion in a student's OPRFHS transcript (except for adult or physically disabled students and for students residing in places where an accredited high school is not available) has not been reached.

Proficiency Credit. Successful completion of a proficiency class or test may satisfy graduation requirements in specified areas; however, since proficiency credit does not provide course credit, the student may need to successfully complete an additional course in an elective area in order to compile the minimum number of credits required for graduation, ~~as determined by the Director of Instruction~~. Proficiency credits may be granted in the following areas:

- A. Safety Education. Students may fulfill the Safety Education graduation requirement by taking a Driver Education course from a state-approved private vendor. The Driver Education Department Chair must approve all Safety Education proficiency requests. To qualify for a Safety Education grade of P (passing), a blue slip or equivalent must be submitted to the Driver Education Department Chair by an established deadline.

Successful completion of Safety Education bears no course credit toward graduation, but does satisfy the State of Illinois safety education graduation requirement.

- B. Consumer Education. In each semester, the Business Education Department of the ~~Applied Arts Division~~ will announce the date of the state consumer education proficiency test. ~~Review materials for the test may be obtained in the Business Education Department or in the Dean Counselors' offices.~~ The consumer education proficiency test may be taken once per year until it is passed. It may not be taken during a semester when the student is enrolled in a consumer education or equivalent course. Successful completion of this test bears no course credit toward graduation but does satisfy the State of Illinois consumer education graduation requirement.

- C. Computer Proficiency. In each semester, the Business Education Department of the ~~Applied Arts Division~~ will announce the date of the computer proficiency tests. ~~Review materials for the test may be obtained in the Business Education Department and in the Dean Counselors' offices.~~ The computer proficiency test may be taken once per semester until it is passed but may not be taken after the junior year, ~~nor~~ during a semester when the student is enrolled in a computer education or equivalent course. Successful completion of this test bears no course credit toward graduation but does satisfy the District's local computer proficiency graduation requirement.

Dual Credit. As a member of the Des Plaines Valley Region for Vocational Education, Oak Park and River Forest High School may offer to its students the opportunity to earn Dual Credit through Triton College. Students who have completed the appropriate foundation courses at the high school may elect to enroll in continuing education courses at Triton College and earn college as well as high school credit for successful completion of these courses. A list of approved dual credit programs may be obtained from the Director of Instruction be found in the academic catalog.

Participation in an approved dual credit program requires prior approval from the Director of Instruction. Oak Park and River Forest High School (O.P.R.F.H.S.) will on a single occasion pay tuition for a college level course not to exceed \$500 for any student enrolled in an approved dual credit program. O.P.R.F.H.S. does not provide financial assistance for related course fees or books.

Amended Date(s):	June 28, 2007, October 26, 2006; June 20, 2005; December 18, 2003
Adopted Date:	September 15, 1977
Review Date:	
Law Reference:	105 ILCS 5/10-20.24 and 5/14-6.01.
Related Policies:	
Related Instructions And Guidelines:	
Safety Ref:	105:5/27-17
Consumer Ed. Ref:	105:5/27-12.1

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

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

TO: Board of Education – PEG Committee
FROM: Tim Keeley
DATE: October 13, 2009
RE: Executive Summary – Amendment to BOE Procedure for Policy 5136

BACKGROUND

The District currently owns four (4) Mini-buses and two (2) 8-passenger activity vans for both curricular and extra-curricular student transport. While these vehicles afford the District with additional scheduling flexibility as well as cost savings over third-party transportation options, it also presents challenges for staff and drivers alike. These include: accountability, efficient scheduling of vehicles as well as oversight of maintenance issue.

SUMMARY OF FINDINGS

More internal controls need to be put in place to support the safe operation of these vehicles.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

Accept amendments to the procedures that accompany BOE Policy 5136 as presented.

POLICY 5136, STUDENT TRAVEL

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

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

Transportation costs related to student field and activity travel will generally be funded by the District for trips to destinations within 150 miles of Oak Park and River Forest High School. With the exception of IHSA-sponsored competitions and/or other activities approved by the Superintendent and/or his/her designee, for student travel of greater distances, the cost of transportation may be borne by the participants. For all types of student travel, the District will not typically cover costs related to tickets, admission fees, lodging, and food.

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

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

Amended Date(s): June 25, 2009; December 18, 2003; April 8, 2003; December 19, 1984;
December 14, 1982; and January 22, 1976

Adopted Date: July 17, 1969

Review Date:

Law Reference: 105 ILCS 5/10-22.29b, 105 ILCS 5/29-3.1, and 105 ILCS 5/29-3.4

Related Policies:

Related Instructions Procedures for Policy 5136

And Guidelines:

Procedures for Policy 5136, Student Travel

A. Approval

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

B. Supervision

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

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

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

C. Costs

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

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

Arrangements for securing the funds collected should be made with the Business Office.

D. Insurance

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

E. Transportation

As a general rule, transportation for school-sponsored travel will be provided by means of commercial vehicles. All buses or rental vehicles are to be ordered through the Business Office. If more than 47 students are participating in the trip, a second bus must be used. The cost of such rental vehicles will be covered by the district's transportation fund if the travel destination is within 150 miles of the high school. Otherwise, the trip's participants must cover such rental costs.

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

Keys must be returned at conclusion of vehicle usage. Driver is responsible for ensuring that vehicle is returned in proper working order, free of garbage or other debris. In the event of damage or an accident, driver must report incident as soon as practical to the Business Office.

A completed Vehicle Request Form with proper administrator approval is required for vehicle usage. Keys will only be issued to employees who meet the above criteria. The privilege of driving a District vehicle may be suspended or revoked if employee is found to be in violation of any portion of this procedure.

F. General Field Trip Procedures

Field Trips are arranged through the Office of the Director of Instruction and approved by that office. Field trip requests should be submitted by the third week of the semester. A calendar of approved field trips will be distributed to the faculty by the end of the fourth week of each semester. Additional field trips can be approved beyond the third week of the semester if planning for the trip could not have occurred during the first three weeks of the semester.

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

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

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

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

G. General Activity Trip Procedures

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

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

H. General Exchange/Excursion Trip Procedures

Applications for Exchanges/ Excursions are available through the Office of the Director of Instruction. Incomplete applications will not be considered for approval.

Students may not miss more than five (5) days of school as a result of participating in an Exchange or Excursion.

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

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

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

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

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

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 involved 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 <u>et seq.</u> Individuals with Disabilities Education Act, 20 U.S.C. 1400 <u>et seq.</u> Rehabilitation Act of 1973, Section 504, 29 U.S.C. 794. 105 ILCS 5/14-1.01 <u>et seq.</u> , 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 ~~the~~ 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 laws. For purposes of this statement, "sexual orientation" is defined as the actual or perceived state of heterosexuality, 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. Provided that where there is no such team for the excluded gender, members of the excluded gender

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

3. Counseling. Applies to all counseling and guidance activities, including all appraisal and counseling materials.
4. Textbooks. Nothing in this policy shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

B. Other Activities or Facilities

1. Financial Assistance. Applies to offering scholarships or other aid or assisting non-school organizations in the offering of scholarships or other aid to students of this District.
2. Employment Assistance. Applies to all efforts to place students in employment. The District shall, as part of any employment assistance program for students, ensure that all employment opportunities are made available without discrimination on the basis of gender and refuse participation in its student employment program to employers who would practice such discrimination.
3. Health and Insurance. Applies to all health or insurance policies offered to students but does not prohibit providing benefits or services which may be used by a different proportion of students of one gender than of the other, including family planning. If full coverage is provided, such coverage must include gynecological care.
4. Housing. Nothing in this policy shall be interpreted as prohibiting the separation of students by gender in housing

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

5. Toilet, Locker and Shower Facilities. Separate toilet, locker and shower facilities shall be provided on the basis of gender. Such facilities shall be comparable to similar facilities provided for students of the other gender.
6. Marital, Family or Parental Status. No rule on marital, family, or parental status that treats one gender differently from the other gender shall be applied or enforced.
7. No agency or organization which discriminates on the basis of gender in the provision of any aid, benefit, or service to students shall be assisted by the ~~school~~ district in the provision of facilities or the distribution of promotional and recruiting literature as exempted under Sections (b), Financial Aid Established by Certain Legal Instruments, and (c), Athletic Scholarships, of 86.37 of Title IX: (b-1) "A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of particular sex specified therein; provided, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex" and (c-1) "To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics."

C. District Employment Activities

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

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

B. Provide for the publication of this policy on an ongoing basis to students, parents, employees, prospective employees, and ~~the~~ 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~~ ~~the~~ District administrators and to certificated and non-certificated personnel as needed.

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 are unavailable;
2. Recruitment. Recruitment of employees from entities which furnish as applicants only or predominately members of one gender, if such action has the effect of discriminating on the basis of gender;
3. Compensation. Establishment of rates of pay on the basis of gender;
4. Job Classification. Classification of jobs as being for males or females;
5. Fringe Benefits. provision of fringe benefits on basis of gender; all fringe benefit plans must treat males and females equally;
6. Marital and Parental Status. Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purposes and shall be accorded the same treatment by the District as are all other temporary disabilities. No inquiry shall be made by the District in job applications as to the marriage status of the applicant, including whether such applicant is "Miss, Ms., or Mrs." ~~But~~ 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.

Grievance Procedure for Policy 101-A, Gender Equity

Grievance Procedure

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

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

I. Procedure

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

II. Definitions

- A. "Days" means working days, for grievances filed by employees, and school attendance days, for grievances filed by students or parents.
- B. "District" means Oak Park and River Forest High School District 200.
- C. "Employee" means a person who is, on a permanent basis as opposed to a temporary basis, on the payroll of the district.
- D. "Grievance" is a complaint alleging action by the ~~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.