

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

**BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING  
Wednesday, August 19, 2009  
Immediately following Instruction Committee  
Board Room  
AGENDA**

- I. Approval of Minutes** **Dr. Dietra D. Millard**
- II. Discussion of 2009-2010 Goals**
- III. Consideration of the following Policies for Second Reading and Action**
- A. Policy 20, Board of Education (Revision)
  - B. Policy 3310, Contracts/Purchasing (Revisions)
  - C. Policy 3550, Reimbursement of Board of Education Member Expenses (New)
  - D. Policy 3555, Attendance at Conferences and Workshops (Revision)
- IV. Consideration of the following Policies for First Reading and Action**
- A. Policy 1320, School Visitors (Revision)
  - B. Policy 6160, Academic Honesty (Revision)
  - C. Policy 6130, Objections To Instructional Materials (Revision)
  - D. Policy 6131, Objections To Materials In Library Collection (Revision)
  - E. Policy 6133, Consultation With Parents and Teachers (Revision)
  - F. Policy 6134, Instructional Materials (Revision)
- V. Additional Matters for PEG Committee Information/Deliberation**
- C: 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  
June 18, 2009**

A Policy Committee meeting was held on Thursday, June 18, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 10:00 a.m. Committee members present were Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, and Sharon Patchak-Layman. Also, present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Nathaniel R. Rouse, Principal; and; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Diane Dyer Dawson.

**Reordering of Agenda**

Dr. Lee rearranged the agenda as follows: Policy 5136, Policy 3155, and Adjournment.

**Consideration of the following Policies for Second Reading and Action**

**Policy 5136, Student Travel (Revision)**

It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 5136, Student Travel, at its regular June Board of Education meeting. The policy is presented for approval and the procedures for acceptance with the understanding that the administration will be able to adjust the procedures as necessary. Dr. Lee asked that any further comments regarding the procedures be forwarded to Mr. Edgecombe.

Discussion had ensued about placing limitations on the amount of money the school would spend on transportation and whether or not there should be some fund sharing. Transportation from the school to the airport is covered for exchanges and excursions, but not for international flights, etc. Dr. Millard felt there should be a limit to the amount of money the school spent on travel arrangements. There should be criteria in place that participants should share the funding of the transportation.

Discussion ensued about whether procedures merely had to be accepted by the Board of Education or actually be voted upon by the Board of Education. The administration presents the procedures to the Board of Education in order to keep the Board of Education informed. Further clarification will be sought.

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

**Policy 3310, Contracts/Purchasing**

It was the consensus of the PEG Committee members to recommend to the Board of Education that it approve Policy 3310, Contracts/Purchasing, for First Reading, at its regular June Board of Education meeting.

The Chief Financial Officer had submitted a change from \$25,000 to \$10,000 as a result in a change in *The School Code of Illinois*. Ms. Patchak-Layman preferred raising this amount only to \$15,000 as she felt there would be more opportunity for new companies to bid for the work, rather than just preferred vendors. To her, it seemed a narrowing of the opportunities to have other businesses do work with the school. When there is a threshold of lower competitive bidding, it provides more opportunities within the business community to have impact and also expand the outreach to minority- and women-owned businesses. It was noted that the bid documents provide documentation of female and minority ownership for submission. Ms. Patchak-Layman preferred to see proof of that ownership, but the District would not know how to guarantee such a statement. Ms. Patchak-Layman suggested that it be part of the reporting requirements.

### **Discussion of Board of Education Goals for 2009-2010**

The discussion of the 2009-2010 Board of Education goals was added to the July 16, 2009 Special Board meeting agenda.

### **Adjournment**

At 10:44 p.m., on Thursday, June 18, 2009, the Policy, Evaluation, and Goals Committee adjourned.

# Discussion

## Goal 1: Racial Equity

~~By the end of the 2009-2010 school term, develop and implement a professional development program for the Board of Education, and administration, faculty and staff, which addresses racial predictability and disproportionality in student achievement through courageous conversations about race in an effort to develop critical race consciousness that will address how institutionalized racism and micro aggressions are obstacles to the academic achievement of students of color and the success of staff of color. We will work towards eliminating predictability and disproportionality in student achievement and thereby provide an inclusive education for all students. OPRFHS will provide an inclusive education for all students by reducing racial predictability and disproportionality in student achievement and reducing systemic inhibitors to success for students and staff of color.~~

### Activities and Strategies

1. Write a vision of equity for the school that encompasses leadership, learning and teaching, and community.
2. Develop and implement a professional development program for the Board of Education, and Administration, faculty, and staff, which utilizes courageous conversations about race.
  - ~~2-a.~~ Implement CARE (Collaborative Action Research for Equity) teams: ~~Expand the~~ current courageous conversations about race professional development and training among faculty and select administrators (approximately 20) to a larger, District-wide professional development program of 58-60 people including 20 additional faculty, the District Leadership Team (DLT) (4), the Building Leadership Team (BLT) (4), ~~non-~~retiring Instructional Council members (4), and Supervisors (6).
  - ~~a-b.~~ Utilize a “train the trainer” model to develop a cadre of facilitators.
  - ~~b-c.~~ Increase the amount of professional development time for Conversations About Race during the 2009-2010 school year.
  - ~~3-d.~~ Convene 4 quarterly 2 workshops for the Board of Education during the school term workshops (once each semester), utilizing internal or external facilitators.
  - ~~4-e.~~ The goals of these courageous conversations about race professional development programs will include, but not be limited to, the following:
    - i. provide the faculty, staff, and administration with culture and race survey material to address the significance of race in education;
    - ~~a-ii.~~ provide information on racial predictability and disproportionality in student achievement;
    - ~~b-iii.~~ explore why an examination of race, racism, micro-aggressions, and institutionalized racism is critical to closing racial achievement gaps;
    - ~~e-iv.~~ provide awareness of systemic inhibitors to success for students and staff of color;
    - ~~d-v.~~ equip participants with the concepts, knowledge, and language to address racial barriers of and communicate effectively with others; and
    - ~~e-vi.~~ prepare participants to lead small groups of faculty, staff, and administrators in courageous conversations about race during the 2010-2011 school term so that all staff develop awareness of how race impacts student and staff success, and to bring about changes in instructional practices and professional behaviors.

## Goal 2: Student Academic Achievement

Raise student academic achievement through the development of definitions of and measurements for student achievement and the racial achievement gap, one new program affecting underachieving students, a data-driven model of school improvement, and academic support for students assigned to In School (ISS) and Out of School (OSS) suspensions.

### Activities and Strategies

- ~~1. Define in specific and measurable terms "student academic achievement" and "racial achievement gap."~~
- a. ~~1.~~ Develop specific separate benchmarks or indices of "student academic achievement" and "the racial achievement gap" that are readily understood and able to be used by the community and professional educators.
- ~~2.~~ Develop one new academic program for a broad segment of underachieving students for implementation in fall 2010. The program will be evaluated such that the academic progress and achievement of targeted students will be conducted using quantitative measures.
3. Each student in ISS and OSS will receive academic support e.g., through the implementation of tutoring and/or online academic programs.
- ~~2.~~ ~~4.~~
- ~~3.~~ Develop a 3-5 year plan for a data-driven model of systemic and systematic improvement in student academic achievement and that will provide the Board with information necessary to evaluate progress made in raising student achievement and closing the racial achievement gap.
  - a. Begin implementation of Domain I. of the Student Achievement Domains and Components document in fall 2010 per the June 2009 report and plan as presented by the Administration, which -
    - i. Includes a process to review and make modifications to Domain I. on an annual basis.
  - b. a. Develop a student academic achievement "growth model" to track the achievement of cohorts of students over time, i.e., high school years.
    - i. Using data for the past five school years (2004-05 through 2005-06, 2006-07, 2007-08, and 2008-09), establish baselines or benchmarks for student achievement as reported in the EXPLORE, PLAN, I-ACT, and ACT standardized tests.
    - ii. Establish the baseline for reading, mathematics, science, English, and composite scores.
    - iii. Disaggregate the data by cohort or year in school, gender, race, socio-economic status, and Special Education.
    - iv. Use the growth model to track and evaluate student grades and GPA, disciplinary behaviors, and participation in the co-curricular programs (athletics, activities, and intramurals).
    - v. Report all student academic achievement "growth model" data to the Board of education in disaggregated and aggregated form, and make a catalog of reports available to faculty/staff and community.

- vi. At the December Instruction Committee meeting, present to the Board a report on the current state of the student information system as it relates to student achievement data and its projected capacity by June 2010.

### Goal 3: Recruitment, Employment, and Retention of Professional Staff

Recruit, employ, develop, and retain the highest quality staff, in ways that are fair to applicants and clear to employees.

#### Activities and Strategies

1. Conduct a detailed review and evaluation of recruitment and employment procedures for all employees by October 31, 2009.
  - a. Information on best practice in hiring will be incorporated in developing a check list of procedures to review and evaluate District recruitment and employment practices. These will include but not be limited to position description, postings, interviewing, notification, decision making sequence, variations in hiring sequence by employee classification, and links to organizational goals.
  - b. Union and non-union employment hiring procedures will be reviewed and documented utilizing a check list.
  - c. Upon completion of the evaluation, the Board will ~~adopt~~ review personnel recruitment and employment policies.
  - d. Upon completion of the evaluation, the revised recruitment and employment practices will be incorporated in an employee handbook (existing or new) for employees.
2. Intensify the recruitment program for minority candidates by developing an overall minority recruitment plan/program by December 31, 2009.
  - a. Develop relationships with key personnel at Historically Black Colleges/Universities (HBCU).
  - b. Explore non-traditional approaches to contacting candidates (non-educational conferences, minority sororities and fraternities, social networking groups, etc.).
  - c. Seek the assistance of and encourage current faculty and administrative ~~minority~~ staff to assist in the plan/program development, and to identify for and refer minority candidates to Division Heads, Administrators, and Human Resources.
  - d. Monitor and evaluate the number of applications received by outreach.
- ~~3. Develop a faculty and administrative mentoring program.~~
  - ~~a-3.~~ Review and evaluate current practices for faculty and administrative mentoring for additions and changes to be implemented in Fall 2010.
    - ~~b-a.~~ Gather staff input by quartile group on non-tenured faculty needs, and by administrative quartile group on administrative needs.
    - ~~e-b.~~ Revise and establish performance measures to evaluate the mentoring program.
    - ~~c.~~ Review performance criteria for achieving faculty tenure.
    - ~~d.~~ Report to the Board of Education's Personnel Committee no later than February 2010.
- ~~4. Develop a faculty and administrative retention program.~~
  - ~~A-~~ Develop a faculty and administrator retention program, focusing primarily though not exclusively on retaining minority employees, for implementation in Fall 2010.
    - ~~a.~~ A. Gather staff input by quartile group, and from minority staff (i.e., the African American Faculty Staff Council) on issues and suggestions.
    - ~~B-b.~~ Establish quantitative and qualitative measures by which to evaluate the retention program.
    - ~~B-c.~~ Implement the program in Fall 2010. Report to the Board of Education's Personnel Committee no later than February 2010.



#### Goal 4: Finance

Develop a new budgeting process that includes program priority procedures, identification of additional revenue sources, expenditure priority procedures, and cost containment measures.

##### Activities and Strategies

1. The Board will adopt a model for setting financial priorities in institutional settings by January 2010, with implementation in March 2010 for the FY 2010-2011 Budget cycle.
  - a. A Financial Advisory Committee will be convened. It will include staff and community members with financial expertise.
  - b. The Financial Advisory Committee will offer recommendations to the Superintendent, who will invite and solicit information about models for setting financial priorities in an institutional setting.
    - i. The models will include specific procedures for setting spending priorities.
    - ii. The procedures will produce an easily understood method for the District to determine the priority level of any proposed new or existing program.
    - iii. The procedures will include a method for shifting money from lower priority expenditures to higher priority expenditures.
    - iv. The procedures will include a method for identifying options and prioritizing items for cost containment.
    - ~~iv-v. The procedures will include a review of the current finances and the PMA projection model assumptions, including a method for identifying options and for prioritizing cost containment measures. Complete in time for the 2010-2011 budget.~~
  - c. Multiple models will be presented to the Board for review and adoption in January 2010.
- ~~2. The Board will adopt a model for setting financial priorities that aligns the long term projection model with cost containment measures, the Board Financial Planning Resolution of January 2009.~~
  - ~~a. The Financial Advisory Committee will review current finances and the PMA projection model assumptions.~~
  - ~~b. a. The Financial Advisory Committee will recommend targeted expenditure goals to the Board by September 2010.~~
  - ~~c. b. The District will use the adopted evaluation model to identify cost containment areas.~~
  - ~~d. The District will incorporate approved cost containment measures into the FY 2010-2011 budget.~~
3. The Board will adopt a revenue/resource identification and development model.
  - a. The Board will review present policies that impeded revenue/resource implementation and amend accordingly, by January 2010.
  - b. The Finance Advisory Committee will investigate and recommend to the Board additional revenue/resource opportunities by March 2010.
  - c. The District Administration will work cooperatively with other taxing bodies to identify and implement revenue/resource allocation sharing. The District administration will host bi-monthly meetings for FY 2009 – 2010. The CFO will give an end of year report in June 2010.
  - d. The District Administration will identify and apply for State, Federal and private funding (including grants) in the areas of student achievement, facility management, green initiatives, wellness, and co-curricular activities.

4. Develop a communication plan to introduce the new budget process to the school community.

### Goal 5: Learning Environment

Improve the learning environment for students and staff considering aspects of respect, safety, academic promise, and social-emotional well being.

1. Discipline: ~~a. for For the 2009-10 school year, decrease the number of Class II infractions in these areas by 15% in each racial category of students. semester for African American, Latino, and Mixed-Race students; and b. each student in ISS and OSS will receive academic support.~~
2. Academic: make preparations in order to increase enrollment in honors and AP courses for the 2010-2011 school year by 10% for African American, Latino, and Mixed-Race students.
3. Substance Use/Abuse: develop and provide a targeted alcohol/substance use and abuse awareness, education, prevention, detection, and intervention program to 100% of available for OPRF students, faculty, and staff. The program will be communicated to parent(s) and guardian(s), and they will be strongly encouraged to avail themselves of this resource. ; 100% of faculty and staff; and X% of parents and guardians.

### Activities and Strategies

#### Discipline

1. Compile student discipline data on referrals for Class II Infractions for aggressive physical behavior, defiance of authority, disruptive behavior, and verbal abuse, disaggregated by race and gender for school year 2008-09.
2. Establish a baseline for Class II Infractions for aggressive physical behavior, defiance of authority, disruptive behavior, and verbal abuse with a goal of identifying those areas that have a significant impact on the student and staff learning environment.
3. Complete the initial report by October 1, 2009 and present to the Board at an October Board Committee Meeting. Present the 1<sup>st</sup> semester report at a March 2010 Board Committee meeting. Present the 2<sup>nd</sup> semester report (and school year) at an August 2010 Board Committee meeting.
4. ~~Develop and implement a tutoring and/or online access program for students assigned to ISS and OSS.~~
- 5.4. Develop an alternative to suspension program for students assigned to 3 or more days of ISS or OSS.

#### Academic

1. Compile enrollment data in honors and AP courses, disaggregated by race and gender for the school years 2005-2006, 2006-2007, 2007-2008, 2008-2009, and 2009-2010.
2. Establish a baseline for enrollment, and a plan for providing more access to the honors and AP courses for minority students.
3. Complete the initial report by November 1, 2009 and report to the Board at the November Instruction Committee meeting. Present a progress report regarding the "access plan" at the February 2010 Board Instruction Committee meeting. Present a final report and implementation steps at the June 2010 Board Instruction Committee meeting.

#### Substance Use/Abuse

1. Establish a baseline of student alcohol/drug use for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students utilizing the Illinois Youth Survey (IYS) results from spring 2008 as a starting point.
2. Collaborate with Associate School Districts 97 and 90 to track and report longitudinal information regarding middle and high school student drug/alcohol use, including referrals made, and services provided in-school and within the community.
3. Expand administration of IYS 2010 survey to all freshmen, sophomores, and juniors to compare 2008 freshmen to 2010 juniors (same cohort) on comparable use and attitude questions.
4. Establish a baseline for parent/guardian and faculty/staff attitudes about student alcohol/substance use with a goal toward increasing detection, intervention, and referrals.
  - a. Work with Associate School Districts 90 and 97 to develop and administer a local survey of middle school and high school families to obtain data on parent/guardian awareness and attitudes, school/community resources used, and supports believed lacking or needed.

- b. Revise reporting and data sharing formats for in-house drug/alcohol related discipline/counseling referrals.
  - c. Track private/community referrals and student response to referral interventions.
  - d. Complete initial baseline surveys and referral reports by June 30, 2010, and present report at an August Board Committee meeting.
5. Develop and implement the awareness, education, prevention, detection, and intervention program in the 2010-2011 school year.

# **SECOND READING**

**I. AUTHORITY**

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

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

- A. Formulating, adopting, and modifying Board of Education policies, at its sole discretion, subject only to mandatory collective bargaining agreements; and State and federal law.
- B. Employing a Superintendent and approving personnel employment and dismissal recommendations.
- C. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
- D. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation.
- E. Entering contracts using the public bidding procedure when required.
- F. Providing, constructing, controlling, supervising, and maintaining adequate physical facilities.
- G. Adopting the curriculum, textbooks, and educational services.
- H. Evaluating the educational program and approving School Improvement and District Improvement Plans when they are required to be developed or revised.

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

**II. ELECTION**

The Oak Park and River Forest Board of Education shall consist of seven (7) members elected pursuant to provisions of *The School Code of Illinois*. School District elections are non-partisan, governed by the general election laws of the State, and include the election of Board of Education members, various public

policy propositions, and advisory questions. Board of Education members are elected at the consolidated election. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The election authority conducts the canvass of votes within twenty-one (21) days after the election. The Board of Education's election duties are:

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

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

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

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

### III. BOARD OF EDUCATION OATH AND CONDUCT

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

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

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

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

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

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

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

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

#### IV. ORGANIZATIONAL BOARD OF EDUCATION MEETING

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

At the organizational meeting the following shall occur:

- A. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided under the section on Board of Education Oath and Conduct.
- B. The new Board of Education members shall be seated.
- C. The Board of Education shall elect its officers who assume office immediately upon their election.
- D. The Board of Education shall fix a time and date for its regular meetings.



V. OFFICERS - ELECTIONS AND DUTIES

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

A. President

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

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

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

B. Vice President

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

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

C. Secretary

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

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

VI. SPECIAL AND STANDING COMMITTEES

The Board of Education may establish committees to assist with the Board of Education's governance function and, in some situations, to comply with State law requirements. These committees are known as Board of Education committees and report directly to the Board of Education. Committee members

may include both Board of Education members and non-Board of Education members depending on the Committee's purpose. The Board of Education President makes all Board committee appointments. Board committee meetings shall comply with the Open Meetings Act. A Board Committee may not take final action on behalf of the Board of Education, it may only make recommendations to the Board.

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

#### VII. BOARD OF EDUCATION MEETINGS

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein, as well as in the Open Meetings Act. Unless otherwise specified, all meetings are held in Room 213 of the Oak Park and River Forest high School located at 201 N. Scoville Avenue, Oak Park, Illinois.

#### VIII. DISTRICT WEBSITE

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

#### IX. AGENDA

The president of the Board of Education is responsible for focusing the Board of Education meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before Board of Education Action. Any Board of Education member may request the withdrawal of any item under the consent agenda for independent consideration. Any Board of Education member with topics they would like discussed may contact the President of the Board of Education, the Superintendent, the respective committee chair, or the Clerk of the Board about including those items on an agenda.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board of Education member at least 48 hours before each meeting, except a meeting held in the event of an emergency.

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

#### X. QUORUM AND VOTING

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

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

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

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

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

documents related to the vote being taken. The meeting must be open to the public or have been properly closed in accordance with law.

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

#### XI. AUTHORITY OF MEMBERS

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

#### XIII. MINUTES

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

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

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

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

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

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

#### Verbatim Record of Closed Meetings

The Board Secretary or Clerk of the Board shall audio record all closed meetings. If the Secretary or Clerk is not present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the Secretary or Clerk shall assume this responsibility. After the closed meeting, the Secretary or Clerk shall store the audio recording in a secure location. The Superintendent shall ensure that: 1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and 2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location.

~~During the Board's semi-annual meetings to review the closed session minutes, the Board will also review the audio recordings of closed meetings in order to determine whether: 1) there continues to be a need for confidentiality, or 2) the recordings no longer require confidential treatment and are available for public inspection. At no time will an audio recording be released that would violate State or federal privacy or confidentiality requirements, including, but not limited to, any matter concerning 1) a named student, 2) an employee's or applicant's personnel file and personal information, 3) school security plans, 4) communications between the Board and an attorney representing the District, and 5) all information exempted from disclosure under the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.~~

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

“An individual Board member may listen to verbatim recordings or review closed session minutes if germane to the Board member’s responsibilities. An individual Board member with access to verbatim recordings or closed session minutes must understand and accept that he/she has no legal authority to act individually based on the content of the verbatim recordings or the closed session minutes; is obligated to abide by the majority vote of the Board as it relates to the disposition of the recordings and minutes; can take no action that compromises the Board; and must respect the confidentiality of privileged information.”

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

### XIII. BOARD OF EDUCATION POLICY DEVELOPMENT

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

Amended:	September 27, 2007, December 21, 2006; April 27, 2006; December 18, 2003; June 27, 1996; April 23, 1992; June 28, 1984; June 28, 1984; January 19, 1982; March 19, 1981; March 15, 1979
Adopted:	March 18, 1976
Review Date:	
Law Reference:	105 ILCS 5/2-3.25d, 5/10-1 et seq., 5/17-1, 5/27-1, 115 ILCS 5/1 et seq., 325 ILCS 5/4, 10 ILCS 5/2A-1.1, 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, 10-16.7, 5/17-1, 5/10-21.4, 5/22-17, and 5/22-18; 5/27-1, 5/10-20.5, 5/10-20.14 and 10/1 et. Seq. ILCS 120/1 et seq., 120/2, 120/2a, 120/2.02, 120.05, 120/2.06, 120/2.06(c), 120/2.06(d) 120/2.206(e); 120.7, 420/4A-106; 10 ILCS 5/2A-1 et. seq.; 105 ILCS 5/9-18, 5/10-5; 5/10-6, 5/10-7, 5/10-16; 105 ILCS 5/10-16.5, and 5/28-1 et seq.; 105 ILCS 5/9-1 et seq.; Prosser v. Village of Fox Lake, 438N.E.2d 134 (1982), 23 Ill. Admin. Code Part 226., 325 ILCS 5/4.
Related Policies:	
Related Instructions	
And Guidelines	
Cross Ref.:	

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

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

TO: Board of Education  
FROM: Cheryl L. Witham, CFO  
DATE: August 20, 2009  
RE: Policy 3310, Contract/Purchasing

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**BACKGROUND**

The policy is recommended for update to comply with new limits for bidding contracts.

**SUMMARY OF FINDINGS**

There has been recent conversation regarding the evaluation of minority ownership during the bidding award process. During an evaluation of our current practices we became aware that the Board policy needed to be slightly amended in this regard and asked the District legal counsel to recommend wording. We have included Mr. Paul Keller's legal opinion and recommended wording for your review.

The Park District of Oak Park recently adopted environmentally aware purchasing policy and we have included a copy of that policy for your review and discussion.

**RECOMMENDATIONS**

**Adoption of the amended policy as presented.**

## POLICY 3310, CONTRACTS/PURCHASING

The Board of Education is responsible for meeting the purchasing needs of the District, including those relating to materials, supplies, equipment, and services, of the quality and quantity required to operate Oak Park and River Forest High School. The Board finds that in order to maximize the interests of the District's residents and taxpayers, as well as suppliers and contractors, and to best protect those interests, a consistently applied policy is required.

All District funds shall be spent prudently and all expenditures of funds shall be made in compliance with the requirements of the School Code of Illinois ("School Code") and other relevant state laws. To this end, the Board of Education directs the Superintendent or a designee and the Chief Financial Officer to establish procedures necessary to achieve fiscal controls and price advantages through the implementation of the following policy of the Board of Education.

A. Application of School Code. All purchasing, including leasing, shall comply with applicable provisions of the School Code. The Board authorizes the Superintendent or a designee to supervise the purchasing or leasing of all materials, goods, supplies and services for the District in accordance with budget allocations, state laws and sound purchasing practices.

B. Approval by Board. In accordance with the procedures set forth in Section 10-20.21 of the School Code, the Board of Education will approve all contracts and purchases for supplies, materials or work involving an expenditure in excess of ~~\$10,000~~\$25,000, unless specifically exempted by the School Code, or unless specifically authorized to be approved in another manner in accordance with this policy.

C. Revenue-Generating Contracts. All contracts and purchases for ~~materials, goods, supplies and/or services~~ and that are intended to generate revenue or other remuneration for the District in excess of \$1,000, including without limitation, contracts for vending machines, sports and other attire, class rings, and photographic services, shall be approved by the School Board. The Superintendent or a designee shall ensure that, in accordance with Section 10-20.21(b-5) of the School Code, an attachment is included to the District's annual budget ~~is included~~, in the form determined by the Illinois State Board of Education, indicating the names of vendors, the services or products provided, and the actual net revenue and non-monetary remuneration from each of the contracts and agreements identified by this paragraph. In addition, the report will indicate how the revenue was used, and to whom the non-monetary remuneration was distributed.

D. Quotations

1. For purchases subject to dollar limitations to be awarded through quotations, the Superintendent or a designee shall be authorized to purchase, including by lease, any goods, work or service specifically budgeted which has a sale price within the parameters of the budget.



2. For purchases from \$2500 to \$4999, the Superintendent or a designee shall seek a minimum of two (2) competitive quotations.

3. For purchases from \$5,000 to \$25,000, ~~to the amount required by the School Code to be awarded through competitive bidding (currently \$10,000)~~ the Superintendent or a designee shall seek a minimum of three (3) competitive quotations.

4. The Superintendent or a designee may accept or reject any or all quotations obtained through the procedures above.

E. Competitive Bidding

1. For purchases in excess of \$25,000 ~~required by the School Code to be awarded through competitive bidding (currently \$10,000 or more)~~, the Superintendent or a designee shall advertise for sealed bids. Bids shall be awarded by the Board of Education in accordance with the requirements of Section 10-20.21 of the School Code, as well as the Prevailing Wage Act, best business practices as outlined in the Supplemental Regulations to this Policy, and all other applicable law or regulations, as amended from time to time.

2. Contractors, subcontractors, and vendors furnishing goods and services to the District shall be in compliance with all local, state, and federal laws and regulations applicable to persons and entities doing business with a School District. The Superintendent or a designee shall develop administrative rules setting forth these requirements.

3. ~~The District shall affirmatively encourage will seek bids from firms owned by minorities and by women. Bidders shall provide documentation of female and minority ownership employment for submission to the Board. In every solicitation for bids, the school district will state that firms owned by minorities and women would be encouraged to bid.~~

F. Approval of Lease. Any lease of equipment or machinery shall not exceed five (5) years and shall be approved by affirmative vote of two-thirds (2/3) of the members of the Board, in accordance with Section 10-23.4a of the School Code.

G. Cooperative Purchasing. The District may participate in cooperative purchasing with other school districts and/or other units of government to take advantage of lower prices for bulk purchasing and to reduce the administrative costs involved in purchasing.

H. Approval by Chief Financial Officer. All purchases of goods and services with District funds shall be made on a purchase order or contract duly executed by the Chief Financial Officer.

I. Conflict of Interest. In accordance with the School Code, the Gift Ban Act, 5 ILCS 430/10-10 and the Public Officer Prohibited Practice Act, 50 ILCS 105/0.01 et seq., no Board of Education member or District employee shall be directly or indirectly involved or own an interest in any contract, work, or business of the District, or in the purchase or sale of any real or personal property~~article~~ by or to the District.

Amended Date(s): October 26, 2006; March 24, 2005; August 25, 1994, May 28, 1992, October 17, 1985. December 19, 1984, November 18, 1982

Adopted Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

Law References:      105 ILCS 5/10-20.21

Related Policies: \_\_\_\_\_

Related Instructions \_\_\_\_\_

And Guidelines: \_\_\_\_\_

Cross Ref.: \_\_\_\_\_

OK

## MEMORANDUM

**To:** Board of Education of Oak Park and River Forest High School District 200

**CC:** Attila Weninger  
Cheryl Witham

**From:** Paul N. Keller  
Tiffany A. Nelson

**Subject:** Preference for Minority and Women Owned Businesses in Contracting

**Date:** July 20, 2009

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This is in response to your request for an opinion of counsel regarding the legality of racial or gender preference programs in School District contracting and solicitation of bids. Bias *against* minorities and women in public contracting is clearly prohibited by the United States Constitution and many Federal, State and local laws and regulations. *See, e.g.*, Title VII of the Civil Rights Act of 1964. However, the issue addressed in this memorandum is whether a public agency may adopt a policy or practice of bias *in favor of* persons of color and women in soliciting bids and awarding public contracts.

### Contracting

Affirmative action programs and gender/minority-preference programs for public contracts must meet very specific requirements in order to be constitutional. A failure to meet these requirements may result in the program being ruled unconstitutional if challenged. The following is a summary of the law and the standards with which these programs must comply.

Illinois law requires that school districts put out for bid most contracts for goods and services and that the contracts shall be awarded to the lowest responsible bidder. In some situations, public entities may create a system in which minorities, women, or other classes of people are given preferential treatment. In those cases, the program must be a remedy for intentional discrimination committed in the past by the public entity, and the program must not discriminate any more than is necessary to accomplish the remedial purpose. *See Builders Association of Greater Chicago v. County of Cook*,

July 20, 2009

Page 3

disadvantaged.” 15 USC 637(a)(6)(A). The program also requires that the DBE’s owner may not have a net worth exceeding \$750,000. 49 CFR 26.67(a)(2)(i). Women and minorities are presumed to be socially and economically disadvantaged and they must attest to such before they can qualify for this program. The program does not foreclose this classification to members of any racial group or gender. 49 CFR 26.6(b).

In reviewing the DBE program in Northern Contracting, the Seventh Circuit found that the program did not violate the Equal Protection Clause and therefore was constitutional. The Court rested its holding on the fact that the State’s plan was narrowly tailored to achieve a compelling interest. The program was narrowly tailored in that the State was able to establish a history of past discrimination in the transportation contracting industry and the parameters of the DBE program cast a broad net of eligible vendors which was not limited by racial minority or gender.

In summary, in order for any governmental entity such as Oak Park & River Forest High School to establish preferences in contracting for women or minorities, the School District must first establish, by some sort of objective, quantifiable data, that it has engaged in past discrimination in contracting. Simply declaring that the District has a history of discrimination is not enough. The evidence must clearly support that there existed past intentional racial, or other, discrimination by the District. Without evidence of a history of discrimination by the School District, a preference program will not pass constitutional muster. Again, the other elements of the plan are that it must be remedial in nature and it must not discriminate any more than is necessary to achieve the remedial purpose. Thus, before the School District establishes a preference plan, the requisite discrimination by the School District in the specific field that is to be contracted for must be established.

It is true that there are certain provisions in Illinois statutes suggesting that preferences in public contracting for minority- and women-owned businesses, persons with disabilities and Illinois businesses is the policy of the State. *See*, Business Enterprise For Minorities, Females and Persons With Disabilities Act, 30 ILCS 575; Employment of Illinois Workers on Public Works Act, 30 ILCS 570/0.01; Illinois Procurement Code, 30 ILCS 500/45-10. However, that “policy” must be construed in the context of Croson and the related cases. In Best Bus Joint Venture v. Board of Education of City of Chicago, 288 Ill.App. 3d 770, 681 N.E.2d 570 (1<sup>st</sup> Dist. 1997), the court held that the Board’s policy of giving a preference to companies located in Chicago was arbitrary, capricious and unconstitutional.

#### Solicitation of Bids

Having determined that preference systems are generally illegal in public contracting, the question remains whether the School District’s existing policy regarding solicitation of bids comports with the law. In our opinion it does not.

School District

Environmentally Aware Purchasing – Park District personnel should seek to reduce the environmental damages associated with their purchases by increasing their acquisition of environmentally preferable products and services to the extent feasible, consistent with price, performance, availability, and safety considerations. These products should have a third party certification of environmentally preferred status such as the Green Seal or Energy Star when feasible. The District will promote buying the environmentally preferable products by allowing an additional 15% to be spent on items under \$10,000, 10% on items \$10,000 to \$15,000 and over \$15,000 approval must be given by the ~~Executive Director~~:

CFO

Environmentally Preferable Products include:

- Products that reduce greenhouse gas emissions or are made with renewable energy
- Products that reduce the use of toxins hazardous to the environment and employee and public health
- Products that contain the highest possible percentage of postconsumer recycled content
- Products that reduce air and water pollution
- Products that reduce waste
- Suppliers who strive to improve their environmental performance and provide environmentally preferable products, and who can document the supply-chain impacts of their efforts
- Reusable products
- Products that serve several functions (e.g., copier/printers, multipurpose cleaners) and reduce the overall number of products purchased

Each procurement action will be fully documented consistent with District purchasing procedures. Any variance from the above policies must have prior approval of the Board.

## **POLICY 3550, REIMBURSEMENT OF BOARD OF EDUCATION MEMBER EXPENSES**

The Board shall reimburse its members for the necessary and actual expenses incurred by Board members attending the following meetings:

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

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

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

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

**Amended Date(s):**

**Adopted Date:**

**Review Date:**

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

**Related Policies:**

**Related Instructions**

**And Guidelines:**

**Cross Ref.:**

## **POLICY 4150, STAFF ATTENDANCE AT CONFERENCES AND WORKSHOPS**

3555

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

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

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

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

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

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



# **FIRST READING**

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

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

TO: Board of Education

FROM: Janel Bishop, Assistant Principal for Student Health and Safety

DATE: August 18, 2009

RE: Proposed revision of Policy 1320 School Visitors

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**BACKGROUND**

Our current policy for visitors does not allow for District personnel to take appropriate measures to better address the safety needs of District personnel and visitors. This proposed amendment directly addresses a need that has arisen due to events that took place this past school year.

**SUMMARY OF FINDINGS**

During the last school year, we had parents who entered the building and proceeded beyond the Welcome Center after being asked by Safety and Support Staff not to. These parents ran to a fight in progress in which their daughter was a participant. While the parents did not get physically involved, their presence in that area of the building caused an additional safety risk for our students and staff. Additionally, we have had a parent verbally abuse faculty members on multiple occasions both in person and via telephone. This same parent threatened to "blow up the school" during a telephone conversation he was having with a faculty member. We have also had parents accost students outside of the building on Scoville and encourage these students to fight their daughter.

Parents such as those described above present significant safety issues to our personnel and visitors. There may be a need to contact local authorities and/or revoke the visiting privileges of visitors to the building who disrupt our learning environment. Our current policy does not address these needs.

Also, we will have new procedures in place for the new school year for all visitors to the building. They will receive a visitor badge that will have a statement on the back of the new badge that states the following:

"Your receipt of this Visitor's Identification Badge verifies that you agree to abide by the School District 200 School Visitors Policy and Procedures at all times while on school property. If you fail to comply with this policy and its procedures, the Principal (or his/her designee) may seek your immediate removal from school property, and if necessary, contact local law enforcement."

This proposed and attached amendment would align the above statement with it.

**RECOMMENDATION (OR FUTURE DIRECTIONS)**

Motion to amend policy 1320 as proposed.

## 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 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. 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 period. All visitors shall initially report to the Welcome Center (Room 105) 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.

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).

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	See Procedures
And Guidelines:	
Cross Ref.:	

## PROCEDURES FOR POLICY 1320, SCHOOL VISITORS

Every visitor entering Oak Park and River Forest High School must stop at the Welcome Center (Room 105) for the purpose of obtaining an identification badge. All visitors are expected to wear the identification badge while on school property. 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 ~~S~~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 their 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. ~~C~~cooperate with general District policies and standards of behavior.

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

Amended Date(s):

Accepted Date: June 20, 2005

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, shouldwill be reported to the Assistant Principal for Student Services.

A. B. ~~However, if~~ 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 dishonesty are subject to removal from the societies.~~

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

## POLICY 6130, OBJECTIONS TO INSTRUCTIONAL MATERIALS

### A. Generally

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

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

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

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

Amended: November 16, 2006; December 18, 1997

Adopted: November 18, 1982

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

Related Policies:

Related Instructions

And Guidelines:

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



## **POLICY 6131, OBJECTIONS TO MATERIALS IN LIBRARY COLLECTION**

Materials housed in the Library, both print and non-print, are selected by the professional staff of the Library with the approval of the ~~Director of Information Systems and Instructional Technology~~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~~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.:

Oak Park and River Forest High School District 200

Request For Reconsideration or Objection to 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 \_\_\_\_\_

Email: \_\_\_\_\_

You represent (check one):

Self \_\_\_\_\_ Organization \_\_\_\_\_  
(Name of Organization)

\_\_\_\_ Student \_\_\_\_\_ Parent \_\_\_\_\_ Citizen \_\_\_\_\_ Faculty/Staff

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? If yes, please provide that information. Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:

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

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

_____	Do not assign or recommend it to my students.
_____	Withdraw it from all students.
_____	Ask for reevaluation by the staff. _____ Substitute Other Material such as _____

Signed \_\_\_\_\_ Date \_\_\_\_\_

*Note: Please attach additional information as deemed necessary. Email, mail, fax or deliver this completed form to: Division Head, Oak Park and River Forest High School, 201 N. Scoville Avenue, Oak Park, IL 60302; FAX: 708-434-3917.*

## **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~~al~~, 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