

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

**BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING
Thursday, November 12, 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)
- A. Policy 5119, Home-Schooled and Non-public School Students (Revision)
- B. Policy 5127, Alternative Credit (Revision)
- C. Policy 6135, Bookstore (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)

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

- A. Policy 5116, Alternative Educational Programs (Revised)
- B. Policy 5136, Student Travel (Revision)
- C. Policy 3800, Hazardous Materials (New)
- D. Policy 3810, Green Cleaning Policy (New)

IV. Additional Matters for PEG Committee Information/Deliberation

- A. **Courageous Conversations About Race (Board Goal 1. Racial Equity)**

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
October 15, 2009**

A Policy Committee meeting was held on Thursday, October 15, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Millard called the meeting to order at 9:13 a.m. Committee members present were Dr. Ralph H. Lee, Dr. Dietra D. Millard, and Terry Finnegan. Board members present were 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; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, Community Relations and Communications Coordinator and James Paul Hunter, Faculty Senate Executive Committee Chair,

Acceptance of September Committee Minutes

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

Consideration of the following Policies for Second Reading and Action

Policy 6130, Objections To Instructional Materials (Revision)

It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 6130, Objections to Instructional Materials, at its regular October Board of Education meeting, as presented.

The changes proposed were editorial in nature.

Policy 6131, Objections To Materials In Library Collection (Revision)

It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 6131, Objections to Instructional Materials, at its regular October Board of Education meeting, as presented.

The changes proposed were editorial in nature.

Policy 6133, Consultation With Parents and Teachers (Revision)

It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 6133, Consultant with Parents and Teachers, at its regular October Board of Education meeting, as presented.

The changes proposed were editorial in nature.

Ms. Patchak-Layman asked that the guidelines for involvement be developed with the parent and guardian committee as opposed to excluding them as a way to make them feel a part of the school.

Mr. Prale reported that the program is not of a scale where parental involvement with the development of the guidelines was thought to be needed and that parents are involved as part of the program. He did not know if there were a desire for this by parents; parents are asked to evaluate the program.

Policy 6134, Instructional Materials

It was the consensus of the PEG Committee members to recommend to the Board of Education that it amend Policy 6134, Instructional Materials, at its regular October Board of Education meeting, as presented.

The changes proposed were editorial in nature.

Consideration of the following Policies for First Reading and Action

Policy 5119, Home-Schooled and Non-public School Students

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 5119, Home-Schooled and Non-public School Students, for First Reading, at its regular October Board of Education meeting.

It was explained that the changes were related to the appeal process. The appeal process and chart were updated.

Per a request, Dr. Weninger will report on the number of part-time students attending OPRFHS at a later date.

Policy 5127, Alternative Credit

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 5127, Alternative Credit, for First Reading, at its regular October Board of Education meeting.

The Committee was informed that the courses that students attending the from Associate District schools will appear on the high school transcript, apply to graduation requirements, and count toward class rankings.

The proposed amendments are regarding consumer education. The Business Ed Department announces the dates for the consumer proficiency tests. The classes designated as dual credit are noted in the *Academic Catalog*. Courses that are taught at OPRFHS by OPRFHS teachers are included on the transcript.

Policy 5136, Student Travel

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 5136, Student Travel, for First Reading, at its regular October Board of Education meeting.

It was noted that an aide has regular routes for Special Education and school employees have the responsibility to follow the procedures.

Policy 6135, Bookstore

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 6135, Bookstore, for First Reading, at its regular October Board of Education meeting.

It was noted that the Illinois State Loan Program is defunct this year.

Policy 6150, Adjunct Programs

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 6150, Adjunct Programs, for First Reading, at its regular October Board of Education meeting.

All adjunct programs were included in the policy.

Policy 6220, Tutoring and Therapy

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 6220, Tutoring and Therapy, for First Reading, at its regular October Board of Education meeting.

It was noted that staff members are not allowed to tutor a suspended student for extra pay.

Policy 6400, Instructional and Recreational Materials

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 6400, Instructional and Recreational Materials, for First Reading, at its regular October Board of Education meeting.

The policy now includes media and is more explicit.

Policy 6500, Education of Children with Disabilities

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 6500, Education of Children with Disabilities, for First Reading, at its regular October Board of Education meeting.

Policy 10, Introduction

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 10, Introduction, for First Reading, at its regular October Board of Education meeting with the following enhancement:

Line 1: After the word "School" add "District 200".

The original changes were made to emphasize the importance of OPRFHS employees to be committed to providing a quality education for every student.

Policy 12, American Flag

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 12, American Flag, for First Reading, at its regular October Board of Education meeting.

The changes proposed were editorial in nature.

Policy 30, Policy Changes

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 30, Policy Changes, for First Reading, at its regular October Board of Education meeting.

The changes proposed were editorial in nature.

Policy 100, Statement of Philosophy

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 100, Statement of Philosophy, for First Reading, at its regular October Board of Education meeting.

The changes proposed were editorial in nature. Since Policy 100, Statement of Philosophy, was written the District has committed itself to make sure that all students achieve at the highest potential and that their success is not predicated on race, class, or disability. This policy does not reflect that but it does not exclude it. Dr. Millard will send sample language to Dr. Weninger for review and possible inclusion.

Policy 101, Human Dignity and Diversity

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 101, Human Dignity and Diversity, for First Reading, at its regular October Board of Education meeting.

The changes proposed were editorial in nature.

Policy 101-A, Gender Equity

It was the consensus of the PEG Committee members to recommend that the Board of Education approve Policy 101-A, Gender Equity, for First Reading, at its regular October Board of Education meeting.

The changes proposed were editorial in nature.

Discussion

Evaluation of Committee Structure

It was the consensus of the Committee members to return to committees of the whole rather than a three-member committee and to be understanding of those times when people are unable to attend because of other professional needs.

Ms. Patchak-Layman asked to have two evening meetings per month and if additional needs arise, other meetings at other times. District 97 has two board meetings per month and dispenses with morning meetings.

Dr. Millard and Dr. Weninger will explore this possibility further and possibly discuss this at the next PEG meeting.

Miscellaneous

It was noted that Policy 3030, Athletic Field(s) and Stadium Lights, will remain on the docket for First Reading so that as the year continues and the facilities are utilized, the administration can rethink and revise the policy. Policy 3030 will not come forward for Second Reading this year. Stakeholders may continue to register their concerns.

Adjournment

At 9:59 a.m., on Thursday, October 15, 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 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 or -Student

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 Materials Collection

~~Materials housed in the Library materials, both print and non-print, are selected by the professional staff of the Library with the approval of the Division Head Library Administrator, Director of Information Systems and Instructional Technology. Suggestions for materials to be purchased are sought from faculty, staff, and administrators and evaluation aids such as Professional library journals, catalogs, and other reviewing publications digests are used for the selection of materials in addition to recommendations from District stakeholders.~~

~~Materials are housed for the following purposes: selected in accordance with the library mission statement:~~

The library program supports the mission of District 200 and is integral to the educational program of the high school. Along with teachers and administrators the library program promotes a culture of learning for the development of students who are literate, ethical, resourceful, and independent learners.

- ~~A. To provide educational support and enrichment for the curriculum while recognizing the interests, abilities, and maturity levels of the students served.~~
- ~~B. To provide the kind of background information that will enable students to make reasoned judgments in everyday life.~~
- ~~C. A. 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 District stakeholder resident finds certain materials in the Library collection to be objectionable, that parent or student the person may request a Reconsideration Form from a librarian the Library Division Head Administrator for reporting the objection to request reconsideration of the material. Completing that the form and submitting it to a librarian the Division Head Administrator will automatically set in motion these following procedures:~~

- ~~A. A conference involving the Library Administrator Library Division Head of Information Services and Instructional Technology, the Superintendent/Principal (or his/her designee), a subject area librarian, and the person who requested the reconsideration 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 Library Administrator /Principal (or his/her designee), shall provide a written response to the person reporting the objection requesting the reconsideration.~~

- C. If the person ~~reporting the objection requesting the reconsideration~~ is not satisfied with the response, he/she may request that the Superintendent/Principal (or his/her designee) refer the request to the ~~Superintendent~~Board of Education for final disposition within thirty days.

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

Oak Park and River Forest High School District 200

Citizen's StakeholderResident Request For Reconsideration of Library Materials

Type of material or equipment (check one):

Book: _____ Audiovisual Material: _____ Other: _____
Description

Name of Requester of Reconsideration: _____

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

Daytime Phone: _____ Evening Phone: _____

You represent (check one):

Self _____ Organization _____
(Name of Organization)

Material Description:

Title: _____

Author: (if applicable) _____

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. Recommendation for disposition of material. Please provide an explanation of the steps you would like the school to take next.

~~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: ~~Library Library Administrator Division Head, Information Systems and Instructional Technology~~, 201 N. Scoville Avenue, Oak Park, IL 60302.

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 his/her 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 ~~District 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 course(s) 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~~ student's individualized educational program on the basis of the ~~child's~~ student's disabling condition or as the special education program location may require.

Co~~Extra~~curricular 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 ~~extra~~curricular-co-curricular 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 ~~extra~~curricular-co-curricular 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 ~~extra~~curricular-co-curricular 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 (e.g., 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 and receive transcript verification before a diploma is awarded 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. 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. The Driver Education Department Chair will review all submissions and provide a recommendation to the Assistant Principal for Student Services. The Assistant Principal for Student Services 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 eConsumer eEducation pProficiency tTest. ~~Review materials for the test may be obtained in the Business Education Department or in the Dean Counselors' offices. The eConsumer eEducation pProficiency tTest 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 dates 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 Education for Employment 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 aAcademic Ceatalogn.~~

Participation in an approved dual credit program requires prior approval from the Assistant Principal for Student Services ~~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.~~ The District does not provide financial assistance for related course fees or books.

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| 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 |

POLICY 6135, BOOKSTORE

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

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

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

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

POLICY 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~~.

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| 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 in his/her classroom(s) and on his/her Family Access page.

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

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 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.

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| 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.:

POLICY 6500, EDUCATION OF CHILDREN WITH DISABILITIES

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 22~~+~~ 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. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

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

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

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

Amended:

Adopted: October 25, 2001

Review Date:

Law Reference: Americans With Disabilities Act, 42 U.S.C. 12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C.
1400 et seq. Rehabilitation Act of 1973, Section 504,
29 U.S.C. 794. 105 ILCS 5/14-1.01 et seq., 5/14-02a,
23 Ill. Admin. Code 226.

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.: 2:150 (Committees), 7:210 (Misconduct By Students With Disabilities)

POLICY 10, INTRODUCTION

The faculty of the Oak Park and River Forest High School District 200 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.: | |

STATEMENT OF PHILOSOPHY

100

"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 diversity, 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, inclusive 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 and embracing the diverse ethnic, cultural, 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~~hen the sport involved is a contact sport or where selection for the separate teams is based upon competitive skill; and
 - b. ~~P~~rovided that where there is no such team for the excluded gender, members of the excluded gender

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

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

B. Other Activities or Facilities

1. Financial Assistance. Applies to offering scholarships or other aid or assisting non-school organizations in the offering of scholarships or other aid to students of this 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~~ dDistrict in the provision of facilities or the distribution of promotional and recruiting literature as exempted under Sections (b), Financial Aid Established by Certain Legal Instruments, and (c), Athletic Scholarships, of 86.37 of Title IX: (b-1) "A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of particular sex specified therein; provided, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex" and (c-1) "To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics ."

C. District Employment Activities

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

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

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

II. Policy Enforcement

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

A. Designate a member of the administrative staff

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

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

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

Grievance Procedure for Policy 101-A, Gender Equity

Grievance Procedure

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

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

I. Procedure

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

II. Definitions

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

FIRST READING

Policy 5116, ALTERNATIVE EDUCATIONAL PROGRAMS

The Board of Education of District 200 may, at its discretion, offer to hold in abeyance the first time expulsion of a student who enrolls in and regularly attends an alternative educational program during the period of time specified for the expulsion.

Designated alternative educational programs must be accredited by the Illinois State Board of Education. Tuition costs for alternative educational programs will be covered by the District. ~~200 Board of Education.~~ Credits earned in an alternative educational program will be transferred to Oak Park and River Forest High School upon successful completion of the student's placement and semester(s).

A student who accepts the Board's offer to hold an expulsion in abeyance must accomplish the following during the term of the expulsion:

- A. The student and parent shall sign a written agreement with the ~~School~~ District to abide by the conditions specified in this policy. (See Attachment A)
- B. The student shall enroll in the alternative educational program within ten days following the meeting at which the Board of Education took its action to expel held in abeyance.
- C. The student shall maintain an attendance rate of at least ~~eighty-five~~ eighty-five percent in the alternative educational program (or as stipulated by the Board of Education).
- D. The student shall comply with all requirements of the alternative educational program and with the District's *Code of Conduct* in order to remain in good standing.
- E. The student shall forego participation in or attendance at any Oak Park and River Forest High School co-curricular ~~activity or athletic~~ event.
- F. The student shall remain off school premises throughout the duration of the expulsion held in abeyance period, except that the student may be on school premises to keep an appointment scheduled with school officials.
- G. Abide by any other conditions as stipulated by the Board of Education.

The Board of Education reserves the discretion to offer to hold an expulsion in abeyance depending on the severity of the offense; the student's disciplinary record; the danger the student represents to other students, faculty, or staff at the high school; the likelihood the student will profit from attendance at an alternative educational program; and/or any other factors that may be relevant.

An alternative educational program is an option for first-time expulsion of students with disabilities where the behavior leading to the expulsion is determined to be unrelated to the

student's disability. ~~Also, An~~ alternative educational program may be provided at District expense and at the Board's discretion to any student who would not otherwise be expelled but who might benefit from the alternative approach to education provided by an alternative educational program. The student and the student's parents/guardians would have to agree to a voluntary change in school placement.

Expulsions, which are held in abeyance, will not be entered into the permanent records of students who comply with all the terms and conditions of this policy. An expulsion, which is held in abeyance, will be activated if a student violates any of the conditions specified above. Before the expulsion is activated, the student and his/her parent(s) will be notified of the reason for the activation and afforded an opportunity to respond. The basis for the original decision to expel will not be reviewed at that time.

| | |
|----------------------|----------------|
| Amended Dates: | March 22, 2007 |
| Adopted Date: | June 27, 1996 |
| Review Date: | |
| Law Reference: | |
| Related Policies: | |
| Related Instructions | |
| And Guidelines: | |
| Cross Ref.: | |

AGREEMENT TO ATTEND AN ALTERNATIVE EDUCATIONAL PROGRAM AS A
CONDITION OF HOLDING EXPULSION IN ABEYANCE

ATTACHMENT A

- A. On _____, the Board of Education of Oak Park and River Forest High School District 200 voted to expel _____ but to hold the expulsion in abeyance if the student attends an educational program and abides by the following conditions:
- B. As a condition of holding the expulsion in abeyance, the student and his custodial (s) agree to the following:
1. The student shall enroll in the alternative educational program no later than _____.
 2. The student shall maintain an attendance rate of at least 85 percent in the alternative educational program (or as stipulated by the Board of Education).
 3. The student shall comply with all requirements of the alternative educational program and with the District's *Code of Conduct* in order to remain in good standing.
 4. The student shall forego participation in or attendance at any Oak Park and River Forest High School ~~activity or co-curricular activity. event, including any athletic or extra-curricular activity or event.~~
 5. The student shall remain off school premises throughout the duration of the expulsion period, except that the student may be on school premises to keep an appointment scheduled with school officials.
 6. The student shall abide by any other condition as stipulated by the Board of Education and as attached.
- C. The student and his/her parent(s) agree that failure to abide by these conditions will result in the ~~School~~ District activating the expulsion. Prior to any activation of the expulsion, the student and his/her parent(s) will be notified in writing of the reason for the activation and provided with an opportunity to respond. The basis for the original decision to expel will not be reviewed at that time.
- D. If the student abides by these conditions for the duration of the designated expulsion period, no expulsion will be shown on his/her school record, and any credits earned in an alternative educational program will be transferred to Oak Park and River Forest High School at the successful completion of the student's placement and semester(s).
- E. The student and his/her parent(s) waive any claim that they are entitled to receive educational services other than those provided in the alternative educational placement or as otherwise agreed upon during the expulsion period.

Student

Parent

Date

POLICY 3810, GREEN CLEANING POLICY

It is the goal of the Board of Education to maintain a healthy learning environment for the District's students, staff, and visitors. Consistent with this goal and the requirements of the Illinois Green Cleaning Schools Act, all in-house and contract cleaning of the District's school facilities will adhere to the following green cleaning guidelines.

Green Cleaning Guidelines

All bathroom, carpet, general purpose and hard floor surface, glass, window, mirror, and hand cleaners purchased after the adoption of this Policy shall be (i) certified by Green Seal or the Environmental Choice EcoLogo Program; (ii) recognized by the U.S. Environmental Protection Agency Design for the Environment Formulator Program; or (iii) "pre-qualified" or "alternatively qualified" by the Illinois Green Government Coordinating Council. When available, concentrated versions of chemical products will be used in lieu of ready-to-use versions.

Paper products used for cleaning shall comply with the U.S. Environmental Protection Agency's Comprehensive Procurement Guidelines for Commercial and Industrial Sanitary Tissue.

When possible, the District will consider environmental performance and impact and/or consult the Illinois Green Governmental Coordinating Council's recommendations when making decisions to purchase cleaning supplies other than those listed above.

All school cleaning supplies shall be used as intended by the manufacturer and/or applicable certification body.

Definitions

For purposes of this policy, the following definitions of the Illinois Green Government Coordinating Council's (IGGCC) Guidelines and Specifications, required under the Illinois Green Cleaning Schools Act, apply.

Bathroom Cleaners: Products used to clean hard surfaces in a bathroom, such as counters, walls, floors, fixtures, basins, tubs, or tile.

Carpet Cleaners: Products used to eliminate dirt and stains on rugs and carpeting.

General Purpose and Hard Floor Surface Cleaners: Products used in routine cleaning of hard surfaces, including impervious flooring such as concrete or tile. This category does not include products intended primarily to strip,

polish, or wax floors, and it does not include cleaners intended primarily for cleaning toilet bowls, dishes, laundry, upholstery, or wood.

Glass Window and Mirror Cleaners: Products used to clean glass, windows, mirrors, or metallic or polished surfaces.

Hand Cleaners: Products used for routine, non-specialized hand cleaning.

Paper Products: Paper towels or other paper used for cleaning. This does not include toilet paper, facial tissue, or paper towels used for drying hands.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: Illinois Green Cleaning Schools Act, 105 ILCS 140/1 *et seq.*
IGGCC Guidelines and Specifications for the Green Cleaning
Schools Act

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

Policy 3800, Hazardous Materials Policy

Hazardous Materials

The superintendent (or his/her designee) will take all reasonable measures to protect the safety of District personnel, students, and visitors on District premises and in its facilities and buildings from risks associated with hazardous materials, including but not limited to pesticides and infectious materials in accordance with administrative procedures.

Compliance with Acts

The District shall comply with the requirements of the Lawn Care Products Application and Notice Act (415 ILCS 65/1 *et seq.*) and the Structural Pest Control Act (225 ILCS 235/1 *et seq.*). The superintendent (or his/her designee) shall be responsible for compliance with the requirements of these Acts.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: 29 C.F.R. Part 1910.1030, as adopted by the Illinois Department of Labor,
56 Ill.Admin.Code §350.280.
105 ILCS 135/1 et seq.
225 ILCS 235/1 et seq., Structural Pest Control Act.
415 ILCS 65/3, Lawn Care Products Application and Notice Act.
820 ILCS 255/1 et seq.
23 Ill.Admin.Code §1.330.

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

Policy 3800, Hazardous and Infectious Materials Administrative Procedures

A hazardous and/or infectious material is any substance, or mixture of substances, that constitutes a fire, explosive, reactive, or health hazard. The following are examples of such materials:

- Any item contained in the definition of “toxic substance” in the Toxic Substances Disclosure to Employees Act as well as those listed in Illinois Department of Labor regulations
- An item or surface that has the presence of, or may reasonably be anticipated to have the presence of, blood or other bodily fluids
- Non-building related asbestos materials
- Lead and lead compounds (included in school supplies, i.e., art supplies, ceramic glazes)
- Compressed gases (natural gas); and explosive (hydrogen), poisonous (chlorine), or toxic gases (including exhaust gases such as carbon monoxide)
- Solvents (gasoline, turpentine, mineral spirits, alcohol, carbon tetrachloride)
- Liquids, compounds, solids or other hazardous chemicals that might be toxic, poisonous, or cause serious bodily injury
- Materials required to be labeled by the Department of Agriculture or the EPA (pesticides, algacide, rodenticide, bactericides)
- Regulated underground storage tank hazardous materials (including diesel fuel, regular and unleaded gasoline, oil (both new and used), and propylene glycol)

The Buildings and Grounds Supervisor shall supervise compliance with State and federal law, including the Toxic Substances Disclosure to Employees Act (820 ILCS 255/1 et seq.), and shall: 1

1. Maintain a perpetual inventory of hazardous materials.
2. Make available inventory lists to the appropriate police, fire, and emergency service agencies.
3. Compile Material Safety Data Sheets (MSDS) for each toxic substance used, produced, or stored to which an employee may be exposed, and distribute them as appropriate. Update the data sheets when necessary.
4. Submit to the Director of the Illinois Department of Labor, as required, an alphabetized list of substances, compounds, or mixtures for which the District has acquired a MSDS.
5. Make available MSDS to all persons requesting the information.
6. Store hazardous or toxic materials in compliance with local, State, and federal law. Storage containers must be labeled with the chemical name and appropriate warning hazards and stored in a location that limits the risk presented by the materials. Containers must be stored in a limited-access area.

¹ Alternatively, these duties may be given to another staff member in which case that staff member's title should replace “Buildings and Grounds Supervisor” throughout this procedure.

7. Transport hazardous materials in a manner that poses the least possible risk to persons and the environment and that is in compliance with local, State, and federal law.
8. Classify hazardous materials as current inventory, waste, excess, or surplus. Dispose of hazardous materials in accordance with local, State, and federal law.
9. Post information regarding employee rights under the Act on employee bulletin boards throughout the District.
10. Provide an education and in-service training program with respect to all toxic substances to which employees are routinely exposed in the course of employment.

Pesticide Application

The Buildings and Grounds Supervisor shall provide an annual schedule of pesticide application to the supervisor of each District building. The supervisor of each District building shall notify students and their parents/guardians and employees in their building, at least 2 business days before a pesticide application in or on school buildings or grounds. ² The notification must: (1) be written and may be included in newsletters, bulletins, calendars, or other correspondence currently being published, (2) identify the intended date of the application, and (3) state the name and telephone contact number for the school personnel responsible for the pesticide program. An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Structural Pest Control Act (225 ILCS 235/10.3) or the Lawn Care Products Application and Notice Act (415 ILCS 65/3), whichever is applicable, shall control.

The Buildings and Grounds Supervisor is responsible for compliance with the requirements in the Structural Pest Control Act (225 ILCS 235/1 et seq.) regarding an integrated pest management program.

Applicable if the Superintendent determines that an integrated pest management program is economically feasible:

The Buildings and Grounds Supervisor or designee shall: (1) develop and implement a program incorporating the Department of Public Health guidelines; (2) notify the Department, on forms provided by the Department, that a program is being implemented; (3) repeat the notification every 5 years after the initial notification; and (4) keep copies of all notifications and all written integrated pest management program plans.

Applicable if the Superintendent determines that adopting an integrated pest management program is not economically feasible

² Such notice is required before pesticide application: (1) on school grounds other than school structures by 415 ILCS 65/3, and (2) on school structures by 225 ILCS 235/10.3, as amended by P.A. 95-786. This procedure does not distinguish between property and grounds and will thus serve to comply with both laws. The district may alternatively maintain a registry of parents/guardians and employees requesting written notification of pesticide application and notify only those people in the registry.

because such adoption would result in an increase in pest control costs:

The Buildings and Grounds Supervisor or designee shall: (1) notify the Department, on forms provided by the Department, that the development and implementation of an integrated pest management program is not economically feasible; (2) include in the notification the projected pest control costs for the term of the pest control program and projected costs for implementing a program for that same time period; (3) repeat this notification every 5 years after the initial notification until a program is developed and implemented; and (4) attend a training course, approved by the Department, on integrated pest management and repeat attendance every 5 years thereafter until a program is developed and implemented in the District's schools.

The Buildings and Grounds Supervisor or designee shall maintain copies of all notifications that are required by the Structural Pest Control Act and provide the Building Principal(s) or designee(s) sufficient information to allow him/her/them to inform all parents/guardians and school employees at least once each school year that the District has met its notification requirements.

Training and Necessary Equipment

Each Building Principal and noncertificated staff supervisor shall ensure that all staff members under his or her supervision receive training on the safe handling and use of hazardous materials. ³ Emergency response and evacuation plans must be a part of the training.

Before an employee is given an assignment where contact with blood or bodily fluids or other hazardous material is likely, the employee must be provided the necessary training, including training in the universal precautions and other infection control measures to prevent the transmission of communicable diseases and/or to reduce potential health hazards. ⁴ The appropriate supervisor shall maintain an attendance record of an employee's participation in the training.

Substitute Non-Hazardous Materials

District staff shall substitute non-hazardous material for hazardous substances whenever possible and minimize the quantity of hazardous substances stored in school facilities. No art or craft material containing a toxic substance shall be ordered or purchased for use through grade 6; material containing toxic substances may be used in grades 7 through 12 only if properly labeled according to State law. ⁵

³ 105 ILCS 5/10-20.17a.

⁴ Required by 23 Ill.Admin.Code §1.330.

⁵ 105 ILCS 135/1 et seq.

Infectious Materials

The Buildings and Grounds Supervisor shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. ⁶ The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent annually. The Plan shall address the following issues:

1. Exposure determination. Positions that do not subject the employee to occupational exposure are exempt from the Plan and the Standards generally.
2. Implementation schedule specifying how and when risks are to be reduced. The Standards are very specific on risks reduction, e.g., Universal Precautions must be followed; engineering and work practice controls are specified (hand washing, restricted food areas); personal protection equipment must be provided; housekeeping requirements are specified (regulated waste disposal and laundry); vaccination requirements (all employees who have occupational exposure must be offered, at employer expense, the hepatitis B vaccine and vaccination series); communication of hazards to employees through labeling and training; and recordkeeping.
3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.
4. Procedures for evaluating an exposure incident.

Emergency Response Plan

The Building Principal shall ensure that proper procedures for the cleanup of potentially hazardous material spills are followed including the following:

1. A building custodian is responsible for the actual cleanup,
2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times, and
3. Spill residue is placed in containers designated for such purpose and disposed of in compliance with local, State, and federal law.

Evacuation ⁷

The Building Principal shall ensure that evacuation rules are posted in each room and that they are discussed with each class using the room during the first days of the school year. The rules indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

⁶ The federal regulatory agency administering the Occupational Safety and Health Act (OSHA) issued Bloodborne Pathogens Standards (29 C.F.R. Part 1910.1030) that were adopted by the Illinois Department of Labor (56 Ill.Admin.Code §350.280). The Standards were developed to reduce the risk of occupational exposure to bloodborne pathogens. According to the Standards, "occupational exposure" means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. The Standards require employers to institute a written Exposure Control Plan containing the elements in the sample procedures.

⁷ See 105 ILCS 128, School Safety Drill Act.

The Building Principal shall conduct evacuation drills according to School Board policy 4:170, *Safety*, and administrative procedure 4:170-API, *Comprehensive Safety and Crisis Program*.

STATEMENT OF PHILOSOPHY

100

"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 diversity, 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, inclusive 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

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.

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|----------------------|---|
| 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.:

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

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.

FIRST READING

Policy 5116, ALTERNATIVE EDUCATIONAL PROGRAMS

The Board of Education of District 200 may, at its discretion, offer to hold in abeyance the first time expulsion of a student who enrolls in and regularly attends an alternative educational program during the period of time specified for the expulsion.

Designated alternative educational programs must be accredited by the Illinois State Board of Education. Tuition costs for alternative educational programs will be covered by the District. ~~200 Board of Education.~~ Credits earned in an alternative educational program will be transferred to Oak Park and River Forest High School upon successful completion of the student's placement and semester(s).

A student who accepts the Board's offer to hold an expulsion in abeyance must accomplish the following during the term of the expulsion:

- A. The student and parent shall sign a written agreement with the ~~School~~ District to abide by the conditions specified in this policy. (See Attachment A)
- B. The student shall enroll in the alternative educational program within ten days following the meeting at which the Board of Education took its action to expel held in abeyance.
- C. The student shall maintain an attendance rate of at least ~~eighty-five~~ eighty-five percent in the alternative educational program (or as stipulated by the Board of Education).
- D. The student shall comply with all requirements of the alternative educational program and with the District's *Code of Conduct* in order to remain in good standing.
- E. The student shall forego participation in or attendance at any Oak Park and River Forest High School co-curricular ~~activity or athletic~~ event.
- F. The student shall remain off school premises throughout the duration of the expulsion held in abeyance period, except that the student may be on school premises to keep an appointment scheduled with school officials.
- G. Abide by any other conditions as stipulated by the Board of Education.

The Board of Education reserves the discretion to offer to hold an expulsion in abeyance depending on the severity of the offense; the student's disciplinary record; the danger the student represents to other students, faculty, or staff at the high school; the likelihood the student will profit from attendance at an alternative educational program; and/or any other factors that may be relevant.

An alternative educational program is an option for first-time expulsion of students with disabilities where the behavior leading to the expulsion is determined to be unrelated to the

AGREEMENT TO ATTEND AN ALTERNATIVE EDUCATIONAL PROGRAM AS A
CONDITION OF HOLDING EXPULSION IN ABEYANCE

ATTACHMENT A

- A. On _____, the Board of Education of Oak Park and River Forest High School District 200 voted to expel _____ but to hold the expulsion in abeyance if the student attends an educational program and abides by the following conditions:
- B. As a condition of holding the expulsion in abeyance, the student and his custodial (s) agree to the following:
1. The student shall enroll in the alternative educational program no later than _____.
 2. The student shall maintain an attendance rate of at least 85 percent in the alternative educational program (or as stipulated by the Board of Education).
 3. The student shall comply with all requirements of the alternative educational program and with the District's *Code of Conduct* in order to remain in good standing.
 4. The student shall forego participation in or attendance at any Oak Park and River Forest High School activity ~~or co-curricular activity. —event, including any athletic or extra-curricular activity or event.~~
 5. The student shall remain off school premises throughout the duration of the expulsion period, except that the student may be on school premises to keep an appointment scheduled with school officials.
 6. The student shall abide by any other condition as stipulated by the Board of Education and as attached.
- C. The student and his/her parent(s) agree that failure to abide by these conditions will result in the ~~School~~ District activating the expulsion. Prior to any activation of the expulsion, the student and his/her parent(s) will be notified in writing of the reason for the activation and provided with an opportunity to respond. The basis for the original decision to expel will not be reviewed at that time.
- D. If the student abides by these conditions for the duration of the designated expulsion period, no expulsion will be shown on his/her school record, and any credits earned in an alternative educational program will be transferred to Oak Park and River Forest High School at the successful completion of the student's placement and semester(s).
- E. The student and his/her parent(s) waive any claim that they are entitled to receive educational services other than those provided in the alternative educational placement or as otherwise agreed upon during the expulsion period.

Student

Parent

Date

POLICY 3810, GREEN CLEANING POLICY

It is the goal of the Board of Education to maintain a healthy learning environment for the District's students, staff, and visitors. Consistent with this goal and the requirements of the Illinois Green Cleaning Schools Act, all in-house and contract cleaning of the District's school facilities will adhere to the following green cleaning guidelines.

Green Cleaning Guidelines

All bathroom, carpet, general purpose and hard floor surface, glass, window, mirror, and hand cleaners purchased after the adoption of this Policy shall be (i) certified by Green Seal or the Environmental Choice EcoLogo Program; (ii) recognized by the U.S. Environmental Protection Agency Design for the Environment Formulator Program; or (iii) "pre-qualified" or "alternatively qualified" by the Illinois Green Government Coordinating Council. When available, concentrated versions of chemical products will be used in lieu of ready-to-use versions.

Paper products used for cleaning shall comply with the U.S. Environmental Protection Agency's Comprehensive Procurement Guidelines for Commercial and Industrial Sanitary Tissue.

When possible, the District will consider environmental performance and impact and/or consult the Illinois Green Governmental Coordinating Council's recommendations when making decisions to purchase cleaning supplies other than those listed above.

All school cleaning supplies shall be used as intended by the manufacturer and/or applicable certification body.

Definitions

For purposes of this policy, the following definitions of the Illinois Green Government Coordinating Council's (IGGCC) Guidelines and Specifications, required under the Illinois Green Cleaning Schools Act, apply.

Bathroom Cleaners: Products used to clean hard surfaces in a bathroom, such as counters, walls, floors, fixtures, basins, tubs, or tile.

Carpet Cleaners: Products used to eliminate dirt and stains on rugs and carpeting.

General Purpose and Hard Floor Surface Cleaners: Products used in routine cleaning of hard surfaces, including impervious flooring such as concrete or tile. This category does not include products intended primarily to strip,

Policy 3800, Hazardous Materials Policy

Hazardous Materials

The superintendent (or his/her designee) will take all reasonable measures to protect the safety of District personnel, students, and visitors on District premises and in its facilities and buildings from risks associated with hazardous materials, including but not limited to pesticides and infectious materials in accordance with administrative procedures.

Compliance with Acts

The District shall comply with the requirements of the Lawn Care Products Application and Notice Act (415 ILCS 65/1 *et seq.*) and the Structural Pest Control Act (225 ILCS 235/1 *et seq.*). The superintendent (or his/her designee) shall be responsible for compliance with the requirements of these Acts.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: 29 C.F.R. Part 1910.1030, as adopted by the Illinois Department of Labor,
56 Ill.Admin.Code §350.280.
105 ILCS 135/1 *et seq.*
225 ILCS 235/1 *et seq.*, Structural Pest Control Act.
415 ILCS 65/3, Lawn Care Products Application and Notice Act.
820 ILCS 255/1 *et seq.*
23 Ill.Admin.Code §1.330.

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

7. Transport hazardous materials in a manner that poses the least possible risk to persons and the environment and that is in compliance with local, State, and federal law.
8. Classify hazardous materials as current inventory, waste, excess, or surplus. Dispose of hazardous materials in accordance with local, State, and federal law.
9. Post information regarding employee rights under the Act on employee bulletin boards throughout the District.
10. Provide an education and in-service training program with respect to all toxic substances to which employees are routinely exposed in the course of employment.

Pesticide Application

The Buildings and Grounds Supervisor shall provide an annual schedule of pesticide application to the supervisor of each District building. The supervisor of each District building shall notify students and their parents/guardians and employees in their building, at least 2 business days before a pesticide application in or on school buildings or grounds. ² The notification must: (1) be written and may be included in newsletters, bulletins, calendars, or other correspondence currently being published, (2) identify the intended date of the application, and (3) state the name and telephone contact number for the school personnel responsible for the pesticide program. An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Structural Pest Control Act (225 ILCS 235/10.3) or the Lawn Care Products Application and Notice Act (415 ILCS 65/3), whichever is applicable, shall control.

The Buildings and Grounds Supervisor is responsible for compliance with the requirements in the Structural Pest Control Act (225 ILCS 235/1 et seq.) regarding an integrated pest management program.

Applicable if the Superintendent determines that an integrated pest management program is economically feasible:

The Buildings and Grounds Supervisor or designee shall: (1) develop and implement a program incorporating the Department of Public Health guidelines; (2) notify the Department, on forms provided by the Department, that a program is being implemented; (3) repeat the notification every 5 years after the initial notification; and (4) keep copies of all notifications and all written integrated pest management program plans.

Applicable if the Superintendent determines that adopting an integrated pest management program is not economically feasible

² Such notice is required before pesticide application: (1) on school grounds other than school structures by 415 ILCS 65/3, and (2) on school structures by 225 ILCS 235/10.3, as amended by P.A. 95-786. This procedure does not distinguish between property and grounds and will thus serve to comply with both laws. The district may alternatively maintain a registry of parents/guardians and employees requesting written notification of pesticide application and notify only those people in the registry.

Infectious Materials

The Buildings and Grounds Supervisor shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. ⁶ The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent annually. The Plan shall address the following issues:

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3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.
4. Procedures for evaluating an exposure incident.

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2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times, and
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The Building Principal shall ensure that evacuation rules are posted in each room and that they are discussed with each class using the room during the first days of the school year. The rules indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

⁶ The federal regulatory agency administering the Occupational Safety and Health Act (OSHA) issued Bloodborne Pathogens Standards (29 C.F.R. Part 1910.1030) that were adopted by the Illinois Department of Labor (56 Ill.Admin.Code §350.280). The Standards were developed to reduce the risk of occupational exposure to bloodborne pathogens. According to the Standards, "occupational exposure" means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. The Standards require employers to institute a written Exposure Control Plan containing the elements in the sample procedures.

⁷ See 105 ILCS 128, School Safety Drill Act.