



OAK PARK and RIVER FOREST HIGH SCHOOL

2024-2025

Student Planner & Handbook

Property of: _____

Counselor: _____

**Scan the QR code below to certify the
following two items:**

That I have received the 2024-2025 Student Planner & Handbook and that I acknowledge that I am responsible for its contents;

That I hereby request the loan of secular textbooks in accordance with Public Act 79-961 of 1975, State of Illinois. The books will be used while the student named below is enrolled in Oak Park and River Forest High School, District 200, Cook County. The books are the property of the State and are collected at the end of the course. If the books are lost or stolen, I am responsible to pay the replacement cost.



QR Codes have been developed and placed through this handbook to direct you to the school website for the most current information. This manual, in its entirety, can be found at oprfrhs.org.

Dear OPRFHS Students,

I enthusiastically welcome you to Oak Park and River Forest High School for the 2024-2025 school year! We have all been eagerly awaiting the start of school this year, and we do so with Project 2 construction well underway. This construction, which will last for two years, will eventually yield brand new physical education and athletic facilities for all to use. The student experience will improve greatly as a result and is the primary reason for all the improvements. In recognition of this work, our theme this school year is ***Following The Blueprint***, to pay homage to this significant work. The legacy of our beloved high school is deep and far reaching and we all accept responsibility for doing the work to keep it moving forward. I am so very proud to be doing this work together with you.

To our incoming freshmen, we welcome you to the home of the Huskies! You are embarking on a great adventure. Returning students, we are counting on you to show our new students what it means to be a Huskie by demonstrating positive Huskie Habits that are the hallmark of our school community. Pride in your school and pride in yourself are characteristics of who we are, so we expect all students to represent the Orange and Blue well. We are resilient and continue to thrive because we consciously choose to be partners within our school community.

Your connection within our school community is a top priority. OPRFHS has so much to offer every student by way of diverse course offerings, an extensive array of clubs and extracurriculars, and a school community full of engaged, thoughtful, and creative faculty, staff, and students. The handbook has been designed to allow you to locate the most up-to-date information you need to find everything you need throughout the school year. Inside, you will see QR codes that will direct you to the location on the school website containing the information you seek and answers to your questions, as well as critical policies approved by our Board of Education.

Within the physical handbook, you will find the school calendar for the year, complete with academic and extracurricular events and planning space for you to practice your executive functioning skills to stay organized. The Behavior Education Plan (BEP) is also printed inside as an immediate reference guide. The BEP clearly explains the school's expectations of your behavior while attending OPRFHS. It will help you fully understand the school's commitment to the use of restorative practices in addition to other accountability measures to assist with your growth and development as a life-long learner. Please familiarize yourself with all the information contained within this handbook along with the information found through the available QR codes.

Thank you for your contribution to this school community as we work together to hold ourselves to the words of our motto, *Those Things That Are Best*. You are the legacy of this institution. Let's make this an amazing year – Go Huskies!!



Lynda J. Parker
Assistant Superintendent/Principal

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Email Directory

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Vice President

Secretary

Member

Member

Member

Member

Mr. Tom Cofsky

Ms. Audrey Williams-Lee

Mr. Tim Brandhorst

Mr. Fred Arkin

Mr. Graham Brisben

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Mr. David Narain

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	Mr. Curtis Alsip
	TBD
	TBD
	Ms. Julee Terretta
	Ms. Carmen Lopez
	Ms. Gabriela Olivera
	Mr. Curtis Diggs

Mission, Vision, and Value Statements

An enthusiastic student body, dedicated and professional staff, and outstanding facilities have combined to create a school that lives up to its motto: "Those Things That are Best."

Excellence Our Tradition
Diversity Our Strength

Mission:

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

Vision:

Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

Values:

1. We believe all students are capable of high levels of academic and social success.
2. We embrace our diversity and believe race, income, gender, and learning differences should not predict success.
3. We believe trusting, collaborative relationships and strong communication establish a safe and respectful school community.
4. We believe an excellent educational environment cultivates curiosity, imagination, character, leadership, critical thinking, and communication skills.
5. We believe in allocating resources in equitable, transparent, and purposeful ways.
6. We believe in adult learning and leadership that supports equity and excellence for all students.
7. We believe in providing academic and social supports.

Welcoming Community/Safety Zone Resolutions

Oak Park and River Forest High School has joined the growing number of cities, communities, and villages in the *Building Welcoming Communities Campaign* and has passed a resolution declaring District 200 a Safe Zone. Please refer to our website for the full resolution which states Oak Park and River Forest High School will serve as a safe haven for immigrant/refugee students, faculty and staff.

Though this is a unique public institution, Oak Park and River Forest High School exists in the context of larger entities whose tenets must apply: The Constitution of the United States, the Constitution of the State of Illinois, the Second Code of Illinois, and the legal decisions of state and federal courts.

School Mascot

The Siberian Huskie

School Colors

Burnt Orange and Navy Blue

Athletic Affiliation

West Suburban Conference

Illinois High School Association

Accreditation

State of Illinois

North Central Assoc. of Colleges & School

School Spirit

S – Support our school

P – Pride in our accomplishments

I – Improvement; our goal

R – Respect for each other

I – Integrity; our ideal

T – Tradition of excellence

Strong school spirit is characterized by:

- A sense of belonging among all students, parents, and staff;
- Widespread student participation in all school activities;
- Good attendance at school functions by students, teachers, parents, and others;
- Pride in academic, athletic, and social accomplishments;
- Reaching high expectations for academic and extracurricular excellence;
- Understanding and appreciating the rich heritage of accomplishment;
- Broad acceptance of responsibility to maintain the reputation of the school and the physical appearance of the building and facilities;
- Respectful decorum in all class and extracurricular activities.

School Hymn

Grateful praises we sing
Oak Park High School to you,
Strong and clear our song will ring
Its cadence firm and true.
Ever changing, yet the same,
Alma Mater's quest:
We seek, ever in her name,
"Those things that are best."

The Loyalty Song

We're loyal to you Oak Park High.
We're orange and blue, Oak Park High.
We'll back you to stand against the best in the land,
For we know you've got sand, Oak Park High!
Go crashing ahead, Oak Park High!
Go smash that blockade, Oak Park High!
Our team is a fame protector, Run, team for we expect
A victory from you, Oak Park High!

Keys to Academic Success

Develop a positive approach to school:

- Open yourself up to meet new people and make new friends.
- Take advantage of the variety of extra-curricular activities to explore interests and make new friends.
- Plan time for self-care.

- Be careful to not over schedule yourself—work to find balance in your life. Decide the most important things to you and put your energy and time into these things.
- Engage in your class discussions. Don't be afraid to "put yourself out there."

Develop good study habits:

- Take advantage of study halls and study time at home to complete homework.
- Write down assignments in your school planner or a digital homework tracker.
- Study in a quiet location with plenty of room to work and sufficient light.
- Study at a regular time each day.
- Review the work of each subject regularly throughout the quarter and semester. This will help you avoid "cramming" before tests and final exams.
- Keep an organized notebook or binder.
- Dedicate extra time to difficult subjects and start with larger assignments first, when you have more energy and time to focus.
- Keep track of your grades. Check Skyward at least once a week.
- Anticipate possible questions for tests and prepare answers.
- Use the Student Resource Center (SRC) for tutoring and library services
- Stay in communication with your teachers and let them know if you will be absent for more than two days.
- Check your email daily. Answer important emails and delete unnecessary ones.
- If you find yourself struggling in a class, reach out to the teacher and your counselor as soon as possible.

Begin to think about your future goals:

- Take advantage of resources like the Google Classroom for your graduating class (with pertinent information from your counselor regarding post-high school planning) and SchoolLinks.
- Attend individual and group meetings with your counselor.
- Access information on the internet to explore areas of career interest.
- Discuss your career interests with your counselor, teachers, and other important adults in your life. Seek their feedback about your strengths and blind-spots.

Student Academic Support Services

Testing Center

Students can access the Testing Center, Monday - Friday from 7:00 a.m. - 5:00 p.m. in room 2336.

Student Resource Center (SRC)

The Student Resource Center (SRC) is open to all students for academic and executive functioning support. Students come to the SRC to work directly with tutors, use technology for academic purposes, complete assignments and utilize material resources in the center. Students may also fulfill assigned study table requirements

before, during, or after school by using the center for work completion and/or working directly with a tutor.

The tutoring staff consists of content-area teachers, staff, and community and peer volunteers. Tutors help students improve content understanding, as well as develop and learn to apply skills in their courses. Tutors also help students develop effective organizational skills and strategies for completing course-related assignments.

The tutoring is available before school, during the school day, and after school in different subject areas, in room 2315H.

Student Expectations

Students will:

- Receive support on a walk-in or scheduled basis;
- Arrive prepared to ask questions, work, and receive guidance.
- Swipe in with your student ID card

Attend during Study Hall if needed:

- Ask for permission from the study hall teacher first to go to a different area for academic support or provide the study hall supervisor with a signed pass to go to the Testing Center to attend during the time of the scheduled study hall;
- Request must be purposeful and respectful;
- Attendance at the Testing Center and Student Resource Center (SRC) will be monitored and verified by the study hall teacher, after the first 10 minutes of class has passed;
- Report immediately for tutoring on time;
- Students should expect to remain in the SRC for tutoring for the duration of the period

Attend during Lunch and/or Modified Closed Campus:

- Report to lunch and request a hall pass from the designated member of the Safety and Support staff to attend Tutoring after eating lunch;
- The SRC has a strict NO FOOD policy, so students will need to consume lunch/snacks and drinks other than water prior to arriving;
- Students should expect to remain in the SRC for the duration of the lunch period after arriving

Executive Functioning Tips for a Successful Year

Organization

- Have a system that works for you
- Have a notebook for each class
- Have a dedicated folder for *each* class

- Different color for each class
- Keep all loose papers in folder
- When relying on computers, *close unnecessary tabs*; this helps laptop work better and removes temptations when your attention should be elsewhere
- Regularly clean out and organize your backpack.
- Keep a spare folder for material you may need in the future
- Charge your Chromebook overnight while you sleep

Time Management

- Have a dedicated homework time and space; use it daily
- Break larger assignments or projects into smaller attainable goals with target completion dates
- Check off projects/tasks when completed
- For upcoming tests/assessments, create a study plan over a period of days *before* the test
- Do your best to get 8 hours of sleep each night
- Avoid caffeine and active screen time 2 hours before bedtime
- Leave your phone to charge; don't take it to bed with you

Study Skills

- Take frequent *short* (5 minute) breaks for every 20-30 minutes of focused work
- Set a timer
- Return to work
- Use highlighters for prioritizing/importance
- Look at challenging material from a different perspective
- Utilize OPRFHS tutoring
- Keep open lines of communication with your teachers
- If you have a question away from school email your teacher
- Make a note and keep with your class materials

Homework Completion

- STAY CURRENT WITH YOUR HOMEWORK!
- We all get behind occasionally, but make sure to address what is due *today and tomorrow first!*
- When working on late or missing homework work backward from today and prioritize big point assignments or summatives
- Use a PLANNER!! If not this one, find one that works for you. Some options: Homework Tracker, Trello and Google Keep
- White board calendar
- Post-Its wall

Reward yourself with incentives, even the small steps!

Homework

Homework assignments are given with careful attention to the meaning and purpose of the class activity and its contribution to significant learning experiences for each student. In general, an average of 40 minutes of homework per course should be anticipated each day. Specific homework expectations are described in each teacher's course syllabus. Reading assignments, projects, papers, written reports, and studying for tests and quizzes should be considered homework. All students are expected to spend the necessary time to complete homework.

Expectations Regarding Written Assignments

For any assignment given in any class, if there is a concern about a student's writings (i.e. suicidal ideation, homicidal references or allusions, involvement in dangerous activities, etc.) the teacher who made the assignment will refer the situation to the student's PSS team for further review and intervention if necessary. Parents will be notified.

Pupil Support Services

Pupil Support Services (PSS)

Each OPRFHS student has an assigned Pupil Support Services (PSS) team. The primary goal of the PSS team is to help students succeed academically, socially, emotionally, and behaviorally. Our PSS team wants each student to feel safe, to have a sense of belonging, and to make progress toward their potential as engaged learners, confident individuals, responsible school citizens, and effective contributors to the world at large. The teams consist of three counselors, a dean of students, a social worker, the MTSS Coordinator, the Director of Student Services, and, if applicable, our Prevention and Wellness Coordinator. The teams' counselors, social worker, and dean are as follows:

PSS Team I / **Ambrose, Cahill, Campbell, Calcuttawala, Blakely** / Room 2151
PSS Team II / **Ojikutu, O'Keefe, Radziszewski, Makely, Marcial** / Room 2139 East
PSS Team III / **Fuentes, Nixen, White, Ecker, Walton-Scott** / Room 2139 West
PSS Team IV / **Hanson, Herbst, Sherman, Madock, Thompson** / Room 3151
PSS Team V / **Lynch, Medina, Sponsler, Himes, Hobson** / Room 2250

Counselors

Upon entering high school, each student is assigned a counselor who works with the student until graduation. This continuous relationship is an essential element of our counseling program. The counselor functions as the student's personal, academic, post-secondary planning, and college counselor. In addition to counseling and advising students, the counselors have responsibilities in the college application process, four-year planning, career exploration, post-secondary planning, scholarships and financial aid, and course registration.

Students may schedule appointments with their counselor during their study halls, before or after school, or during their lunch periods.

Social Workers

Students may receive individual or small group counseling for social/emotional issues which interfere with their education. Services include assessment and linkage to community agencies when appropriate, crisis intervention, drug/alcohol education, and small group problem-solving. Students may be referred by teachers, counselors, Dean of Students, staff members, parents, classmates, or they may initiate their own referrals.

Deans

Upon entering the high school, each student is assigned a Dean of Students. The Deans assume the responsibility of ensuring that the learning environment is safe for all students. They will work with the student, the student's family, the counselor, teachers, and the social worker in an effort to assist students with behavioral concerns, student conflicts, and any other issues that may interfere with the student's safety and success here at OPRF.

A Dean of Students will hold each student accountable for any violation of the Behavior Education Plan and will assign appropriate consequences. Our Deans also oversee student attendance and work with students and families regarding any issue the student may be having with attending school.

Multi-Tiered Systems of Support Coordinator (MTSS)

The MTSS Coordinator supports the implementation of MTSS throughout the building by facilitating the problem-solving process, analyzing key academic and social-emotional data, providing direct support to all intervention programs, and delivering consultation to all school staff. The MTSS Coordinator also supports all processes of RTI (Response to Intervention), which is an Illinois mandate to determine special education eligibility. The MTSS Coordinator collaborates with the Director of Student Services to run the weekly PSS Team meetings.

Director of Student Services

The Director of Student Services oversees the counselors, deans, social workers, the 504 Coordinator, and the Prevention and Wellness Coordinator and works alongside the PSS teams to provide interventions for students who are struggling academically, emotionally, or behaviorally.

Prevention and Wellness Coordinator

Our Prevention and Wellness Coordinator works with the high school student population to provide school-wide prevention education. The Prevention and Wellness Coordinator also connects students for assessment, referral, and linkage to community agencies when appropriate. The goals of the Prevention and Wellness Coordinator are to provide

educational awareness on the risks of drug and alcohol use and to promote healthy choices that support positive student development and encourage academic success.

<https://www.oprfhs.org/students/student-services>

Athletics

Interscholastic Sports*

Girls:

Badminton
Basketball
Cheerleading
Cross Country
Drill Team
Field hockey
Flag Football
Golf
Gymnastics
Lacrosse
Soccer
Softball
Swim & Dive
Tennis
Track & Field
Volleyball
Water Polo
Wrestling

Boys:

Baseball
Basketball
Cheerleading
Cross Country
Drill Team
Football
Golf
Lacrosse
Soccer
Swim & Dive
Tennis
Track & Field
Volleyball
Water Polo
Wrestling

Weekly Grade Check for Athletes

Student athletes having been identified as having one (1) or several “D’s” and/or an “F” on their weekly grade report are required to attend Weekly Academic Support (Study Table). Students must complete a **MINIMUM** of 120 minutes of academic assistance prior to the due date given. Academic assistance time is defined as at least 30 minutes per session of academic assistance with an assigned OPRF Teacher within the department of struggling subject or official OPRF tutor in the SRC.

Academic assistance forms MUST be signed and dated with the amount of time spent with the assigned OPRF Teacher or Tutor. Students must meet with their OPRF Intervention Teacher or Tutor during:

Period: Study Hall/Before or After School

Room Number: Student Resource Center (SRC)

GRADES on the WEEKLY ACADEMIC CHECK are FINAL. FAILURE to complete academic assistance time and return study table forms to the athletic office by the due date will result in the student becoming INELIGIBLE the following week.

<https://www.oprfhs.org/athletics>

Athletic Handbook

[OAK PARK AND RIVER FOREST \(finalsite.net\)](https://www.oprfhs.org/finalsite.net)

Athletic Game Schedules

<https://www.oprfhs.org/athletics/schedules>

Extra-Curricular Activities – Student Activities

A Place for All	Adventure Ed	Anime	Art Club
ASPIRA	Besa Saka	Best Buddies	Black Leaders Union
Book Club	Boxing	Business Club/DECA	Chemistry
Chess Team	Chinese Club	Cosmetology	Creative Writing
Crest	Drama	Enviro Club	Ethics Bowl
FACS of Life	FREE	French Club	Freshmen Class
Friendship Bracelet	German Club	Government & Public Policy	Graphic Design
Hip Hop Club	Huskie Athletic Council	Huskies for Hope	Huskie Helpers
Huskie Records	HYPE	Improv Club	Intramurals
International Club	Italian Club	ITS	Japanese Club
Jazz Band	Jewish Student Connection	Knitting/Crochet	K-Pop
Little Theatre Shows	Marching Band	Math Team	Med Club
MENA	Metalworking Club	Mock Trial	Model UN
Movie Critics	Multi-Cultural Club	Music Review	Musical
Orchesis	PALS	Pep Band	Photo Club
Prom Planning	Psychology Club	Robotics	SAFE
Scholastic Bowl	Sci-Fi Club	Science Olympiad	Self-Improvement
Shakespeare SLAM	Short Film	Show Choir	Sign Language
Snowball	Sanish Club	Speech Team	Spoken Word
Sports Med Club	Stage Crew	Student Council	Students in Service
Studio 200 Shows	Synchronized Swim	The Swifties	Table Tennis
Tau Gamma	Theatre Make-up	Ultimate Frisbee	Video Game/Esports
Wheel Throwing	Women in Leadership	Women in STEM	

<https://www.oprfhs.org/activities/clubs-and-activities>

Intramurals and Open Gym

In addition to interscholastic sports, there are intramurals. Students may participate in a variety of activities before and after school and should check the Student Bulletin for specific information.

Numerous opportunities are provided for students to meet new people and to enrich their educational experiences through participation in clubs, activities, and athletic competition. Go to www.oprfhs.org/activities to explore our extra-curricular catalog. Questions regarding clubs and activities should be directed to the Director of Students Activities. Questions regarding athletics should be directed to the Athletic Director.

Frequently Asked Questions (FAQ)

Q: Do I have to join a club?

A: No, it is not mandatory to join a club. However, it is our goal that every student be involved in at least one club, activity or athletic team. Most students are involved in more than one extra-curricular activity.

Q: How do I find out about clubs and activities, when they meet, and how to get involved?

A: There are many ways to get connected with activities at OPRF.

- Explore the OPRFHS Extracurricular Catalog at www.oprfhs.org/activities.
- Go to the Student Activity Office to ask for information about club meetings, times and dates.
- Many clubs inform students about upcoming meetings and events in the Daily Bulletin, which is emailed to students daily.
- Follow @opractivities on Instagram to stay well informed!

Q: If I did not join a club in the Fall or first semester, is it too late?

A: No! Most clubs and activities are open to students all year. Most clubs have open door policies, and welcome members at any time, even if you cannot be there every week.

Q: How do I make time to get involved in clubs and activities? I want to be sure to focus on my schoolwork.

A: Schoolwork is number one, but getting involved fosters a sense of belonging, networking and time management that creates even better academic success. In fact, research shows that students who engaged in extracurricular activities actually do better in school. The benefits are many.

Extra-Curricular Information

Students involved in extracurricular programs are visible representatives of Oak Park and River Forest High School. It is crucial that a strong link between good citizenship and opportunities for participation be maintained.

Students must follow the school's attendance policy or forfeit the right to participate in extracurricular activities. If a student is absent from more than 3 classes (not including lunch) on the day of a competition or event, he or she is ineligible to participate.

Whenever two or more school events in which a student is a participant are scheduled for the same time, the student has an obligation to notify all teachers, coaches or sponsors affected by the conflict of their decision prior to the scheduled events. A student who receives ISR (in-school reflection), or OSR (out of school reflection) for any violation of the Behavior Education Plan while an active member of any school organization or extracurricular athletic team is ineligible to participate during the suspension period. The student may not participate in practice, competition, or student activities during the ineligibility period.

Extra-Curricular Code of Conduct

Participating in the extra- curricular program is a privilege. Oak Park & River Forest High School administrators, coaches, and teachers believe students who are involved in extracurricular activities should conduct themselves as responsible representatives of their school and community. Students who represent their school are expected to maintain high standards of conduct 24 hours a day, 7 days a week, 365 days a year. Parents and school staff share the responsibility for helping students adhere to these standards. Participants in the extracurricular program have a responsibility to adhere to the policies established by Oak Park & River Forest High School District 200, the West Suburban Conference and the Illinois High School Association. The parent/guardian will be notified of the student's violation. A student found in violation of the Extra-Curricular Code of Conduct may receive consequences up to and including dismissal from the team/activity. Such violations include, but are not limited to:

- Use or possession of alcohol, tobacco products and/or controlled/illegal substances
- Being present at an underage party or activity where illegal drugs or alcohol are available
- Violations of academic integrity and ethics
- Violations of the OPRFHS Behavior Education
- Any criminal offense or conduct or activity which is detrimental to OPRFHS or the Extra-Curricular Program

A student who is suspended for an alcohol or illegal substance violation will be required to meet with the OPRFHS Prevention and Wellness Coordinator to determine a course of action. If a student is in violation of a criminal offense or sexual harassment the student may be dismissed from the extracurricular program for up to one calendar year.

All Extra-Curricular Programs are expected to sign and abide by the Extra-Curricular Code of Conduct including:

**All Interscholastic Sports*

**All IHSA or State competitive teams*

**All Presidents or Captains of Clubs*

**Any other club as seen fit by the club Sponsor or Admin.*

What are the consequences of a Code of Conduct Violation?

1st Offense: The advisor in conjunction with the Director of Student Activities or Athletic Director will make a determination on the appropriate consequence based upon each unique circumstance. The student may miss up to 25% of their competition/performance season.

2nd Offense: The student may be dismissed from the extracurricular activity for up to one calendar year. Additional consequences may be issued.

3rd Offense: The student will be suspended for one year from extracurricular activities and may be prohibited from participating for the remainder of the student's high school career.

Attendance Regulations

Students are expected to attend four (4) Class periods in order to attend the after-school activity.

Appeals Procedure

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

The Appeals Procedure is as follows:

- The student or parent/guardian must appeal in writing within three (3) days of receipt of the written decision. This appeal must be directed to the office of the principal. The Assistant Superintendent/Principal will review and determine if an appeal is warranted.
- If an appeal is granted, the Assistant Superintendent/Principal, parent/guardian, and student will meet. The student must be present at the appeal meeting. The Assistant Superintendent/Principal, in conjunction with the Athletic or Activity Director, will make the final decision on any appeal.
- If a decision is appealed, every effort will be made to hear the appeal in a timely manner. However, the student may NOT participate in competitions/performances that are part of the consequence during the duration of the appeal.

Extra-Curricular Support Programs

Study Table

Any student participating in an IHSA activity or athletic team and is out of compliance with the Pass to Play Policy **must complete two hours** of outside class studying that week. If students fail to meet this requirement, they will be ineligible for the following week. Students must work with an academic tutor in the same subject area of their failing class. To complete their needed hours, students must attend tutoring in the SRC or have a scheduled meeting with a teacher. Tutoring is available before school, during the school day, and after school in different subject areas. On designated Late Start Wednesdays, students can receive academic support in the Tutoring Center from 7:00 a.m. - 9:00 a.m. before school, in addition to the after-school hours.

Motivational Mentorship

The Motivational Mentorship Program aims to draw on the experience of OPRFHS alumni and mentors to help current students successfully navigate their way through high school. The program aims to address organizational and life skills, conflict resolution and effective effort. The goals are to improve student attitudes towards school, increase self-esteem, improve grades, establish an ability to work collaboratively, improve attendance and make positive decisions.

F.R.E.E. (Females Reaching for Educational Excellence)

This group was created to provide support to female students. Establishing a safe and calm environment where students can coexist in harmony under one roof is the driving force behind this program. The F.R.E.E. The program promotes good decision-making and problem-solving skills.

Besa Saka

Besa Saka (West African Roots of Affluence, Power, Abundance) is a community of young men committed to sharing and learning for the development of valuable skills that promote personal responsibility, academic excellence, social intelligence, leadership, and community service. Please contact Mr. Darryl Hobson and Mr. Lee Williams to learn more about joining this community of leaders.

General School Information

Identification (ID) Procedure

Each student attending Oak Park and River Forest High School will be given an identification (ID) card. Students are required to wear their Student ID at all times during the school day and at school related activities. Lunch periods will also be shown on all IDs or phone app. This ID card also serves as your OPRFHS library card. Students will be required to wear their Student IDs to enter the library, labs, tutoring center, SRC, etc.) Juniors and Seniors that have the modified campus lunch option will be required to show their ID and have it scanned

prior to leaving the building for lunch. If students report to a staff member that they do not have their ID, they will be sent to a temp ID station to purchase a temporary ID for \$0.50 or a replacement ID for \$5.00. Additional lanyards can also be purchased for \$1. Students must wear their temporary ID on the front of their top at all times in order to be allowed into the locations listed above. Temporary IDs expire at the end of the day they are issued. Replacement IDs may be purchased in the Attendance Office before school, during lunches, and after school. Students are required to present their ID card for any of the following reasons:

- Upon the request of any OPRFHS faculty or staff member. Students are always expected to identify themselves. Failure to do so is a violation of the Behavior Education Plan
- To enter the SRC, Library, and Testing Center
- Checking out books from the library
- To purchase food in the cafeterias
- Admission to all dances, athletic events, and all school related events
- Upon being approached by a school official when outside of the building during the school day

Temporary IDs are available on all four floors of the building and replacement IDs are available for purchase in the attendance office. The fee will be placed on the student's financial obligation record.

Locker Assignments and Lock Purchases

All students who enter the school for the first time receive a lock and locker assignment. Students will keep the same lock from the time they enter the high school until graduation. Each fall, students with lock/locker issues can verify their lock and locker assignment at the Bookstore or with the Welcome Center. In addition, students are assigned a gym locker in their Physical Education class. Academic and P.E. locks can be purchased in the Bookstore. Students must bring their P.E. lock to their first Physical Education class in order to receive a gym locker assignment.

Lock and Locker Guidelines

Locks and lockers are provided for the safety and convenience of students. It is important to keep your locker locked at all times and follow the guidelines listed below:

- Push lock down until it clicks; then spin the dial.
- Blue combination locks are for hallway lockers and gray combination locks are for P.E locker rooms.
- Keep the lock combination private and use only the assigned locker.
- Do not share lockers with other students.
- To prevent someone from switching your lock with theirs, do not leave your lock unattended at any time.
- Report any trouble with your lock or locker to the Welcome Center.
- Do not deface lockers.

- Clean out your contents at the end of the school year BUT KEEP YOUR LOCK ON YOUR LOCKER. If this is not done, the contents will be removed by the school and may be discarded. SENIORS should take their locks home at the end of the school year.
- Hall lockers must have school-issued locks.
- Do not use hall lockers during summer school.

Note: All student lockers are the property of Oak Park and River Forest High School and are accessible to school authorities at any time. If there is suspicion that a locker contains unauthorized material, designated school personnel have the right to search it. In cases where dangerous or illegal materials are present, the police will be called and parents/guardians will be notified.

Student Mail

Mail for students that is delivered to school will not be accepted by the District. Mail for students will be returned to the USPS.

Visitors

For the protection of students, staff and school property, visitors are subject to administrator approval. In general, Oak Park and River Forest High School will not permit students to bring visitors to school. During the school day, visitors may enter the building only through the main front doors and must submit their photo ID and be cleared at the Welcome Center (Door 4).

Transfer Student Tours

For incoming freshman families who are residents of Oak Park or River Forest, OPRFHS schedules Huskie Transition Tours and a Q & A parent program in the fall of the 8th grade year. The high school does not provide other student shadowing or visitation opportunities.

Transportation

PACE and CTA are both using the Ventra system for student fare cards. While generally a reduced student fare is deducted from the card on school days during school hours, please refer to the Ventra website for specifics about the fare restrictions.

Ventra student permits can be applied for through the mail. Log into the Ventra website (www.ventrachicago.com), print out the application for a student permit, and mail to Ventra with a \$2 check, money order, or cashier's check. The student card will be mailed to the student and you will be notified when it arrives in approximately two weeks.

[New Ventra Card Application](#)

[Replacement Ventra Card Application](#)

If your card is lost or stolen, you will need to use the REPLACEMENT Form and call Ventra to deactivate the lost or stolen card.

Cards must be renewed for each summer term, and again each fall for the new year. To renew, one must fill out the **RENEW** Student Reduced Fare Riding Privileges form for that time period, which the student can **pick up from the OPRFHS Bookstore** as it has the necessary school signatures, and return it to Ventra by email, fax or mail.

Library

Students are encouraged to take advantage of the many library resources available both on and off campus. The library maintains a collection of books, databases, eBooks, play scripts, and audiobooks. The library encourages students to participate in the Abraham Lincoln Illinois' High School Readers' Choice Award. The library catalog, eBook collection, LibGuides, Abe Lincoln Award Books, and databases (such as JSTOR and PsycARTICLES) are available at www.oprfhs.org under the Academics tab.

The student ID serves as a library card for checking out books. The library is open each school day from 7:00 am until 5:00 pm, Monday through Thursday, and 7:00 am until 4:30 pm on Fridays. Students are encouraged to take responsibility for all materials they check out. While fines are not incurred for overdue books, students must pay for damaged or lost items. Students will benefit from using the library and its resources during their years at OPRFHS. It is a place to read and research on their own, and to come with their teachers and classes for in-depth research and book talks. All are welcome and students must be wearing their ID to enter.

Bookstore

The hours of operation are 7:30am-3:30pm. Hours will vary during the opening days of each semester and the summer.

Payments

Additional books and supplies beyond what is provided under the Registration Fee will be available for purchase in the Bookstore. Payment may be made in cash, by credit/debit card (Visa, Master Card, or Discover) or by personal check. There is a \$5 minimum purchase in order to use a bankcard.

Books/Supplies

A Registration Fee for ALL Grades will be charged at \$355 per student enrolled at OPRFHS both on and off campus, and covers the Instructional Material Fee (IMF), Class Fee and Technology Fee for all courses during both semesters of the school year. This mandatory fee should be paid online, after student enrollment.

The Registration Fee includes:

- Instructional Materials, such as district-loan textbooks, paperbacks, workbooks, course article packet handouts, lab kits, and initial art and photo supply kits

- Student Assemblies
- 2 ID cards (one each semester)
- 1 Lanyard
- 1 PE Shirt
- Freshmen Year - Hall Lock
- Freshmen Year - PE Lock
- Freshmen Year Chromebook

Separate Fees also billed at the beginning of the school year are:

- Sophomore Year –Driver’s Education
- Senior Year –Graduation (Cap, Gown, Tassel, Flowers, Diploma)

The items **NOT** included in the fee are:

- Calculators
- Purchase of additional art and photo supplies as needed throughout the year
- Lost or damaged books – always call the Bookstore before replacing or paying the replacement fee
- Personal school supplies (notebooks, pens, pencils, binders, etc.)
- Lost or damaged Chromebook chargers

If a family believes their fees may cause economic hardship, they can apply annually for a Fee Waiver by applying for the Free or Reduced Lunch Program with the [current form](#) by August 1, 2024. If a student qualifies for Free Lunch per the Federal Guidelines, then all fees would be waived. Families who qualify for the Reduced Lunch Plan will have their Registration, Driver’s Education and Graduation fees waived 100% -the same as those who qualify for Free. However, the Reduced Lunch Plan eligibility here does **not** apply to breakfast or lunch 100%.

Obligations that are not included in the waiver or reduction plans consist of fees for incidents, such as damaged book charges; ID replacement charges; damaged or lost Chromebook chargers; unreturned library books; unreturned ice packs; etc. If a family does not qualify for a waiver or reduction, payment plans can be set up with the Business Office [using this form](#).

NOTE: Students may annotate paperback novels; HOWEVER, students will be billed the replacement cost of any textbook they annotate, highlight, or damage in any way. Students are strongly encouraged to keep a plastic bag in their backpack to cover their books in case of rain.

Business Office

Payment Plan for Student Fees

If you submitted the 2024-2025 Household Eligibility Application for Free Meals and received notice that your student(s) is (are) not eligible, this means the Instructional Materials, District Class, Technology and Driver's Ed fees are also not reduced or waived. However, you have the option to set up a payment plan which does not require you to make a monthly payment but allows you to pay as you are able. The only requirement is to pay the fees in full by May 31, 2024. To sign up, please click on [Payment Plan Form](#). A separate payment plan will need to be filled out for each student. Payments should be made via Family Access by clicking [here](#). If you forgot your login or password, please email familyaccess@oprfs.org. The district does not withhold a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account.

Student Accidents

If a student is injured during the school day or at a district-approved event, it is important that the student notify school personnel (teacher, coach, trainer or nurse) immediately. OPRFHS has purchased student accident insurance coverage for all students. This plan of insurance is secondary, in most instances, to any health insurance the parent/guardian has. If the parent/guardian does not have health insurance, this insurance will act as primary. To obtain a Student Accident Insurance Claim form, contact Marian Gerena in the Business Office by email at mgerena@oprfs.org or call 708-434-3278.

Note: The claim form must be submitted within 90 days of the date medical care was first received. For any questions once the claim has been submitted, please contact the insurance company directly at the phone number listed on the form.

Additional student accident insurance with extended 24-hour coverage is available for purchase. For more information and enrollment please refer to the Application for Student Accident Insurance which is available on the school's website.

Drill/Evacuation Procedures

Fire

The fire drill/evacuation procedure for leaving the building is available in each area of the building. Specific instructions regarding the route to be followed and the location of the assembly area outside the building is provided. It is extremely important that these specific routes are followed and that groups assemble far enough away from the building so the fire department has access to the school. Teachers should periodically review the procedures with their students throughout the school year.

Whenever the fire alarm sounds, everyone must evacuate the building immediately. It is unsafe and illegal for anyone to delay the evacuation process by getting coats or other

forms of outerwear before leaving the building. Students are not permitted to go to their lockers for any reason.

- Students must leave classrooms immediately after attendance is taken and form a double line close to the wall outside of the classroom. They will remain in the hall until everyone has vacated their classroom and all windows and door(s) have been closed.
- In the SRC and South Cafeteria, fire retardant shades will roll down over all glass windows.
- The teacher or supervisor will lead the students along the designated route to the designated area outside of the building. Groups must be taken far enough away from the building to permit easy access by the fire department.
- Order and quiet must be maintained at all times.
- State law prohibits smoking during a fire drill/evacuation.
- Stay with the class. Ensure that the private property of school neighbors is protected and that all school rules are respected. All school rules are in effect during a fire drill. All streets, alleys and drives must be kept clear so that fire department equipment can move around the building.
- In the Fieldhouse or 1 West Gym: Evacuate to the closest exit.
- Occupants of the East or West pool: Exit pool and stay in the area unless imminent danger, smell of smoke or fire.
- Other athletic areas: Evacuate to your closest exit.
- The teacher will check attendance upon arrival at designated areas using the red/green card system. If a student violates the code of conduct (smoking, leaving the area, etc.), the teacher will refer the student to their Dean of Students after the drill is over.
- When the signal is given to re-enter the building, everyone must return to their rooms via the reverse route used to exit the building. If a significant change in the schedule is necessary, a modified schedule will be announced on the emergency speaker system and/or distributed to all rooms.

NOTE: If an alarm sounds at a time when students are not in designated classes (i.e. passing periods, assemblies, etc.) all students must evacuate the building in an orderly fashion and wait outside until the signal is given to re-enter the school.

Tornado

When the school has been notified that a “warning condition” exists or a Tornado Drill should commence, a special alarm will be sounded throughout the school building and the outside campus.

- Everyone is to remain in the building. Those individuals that are outside of the building at the time the alarm sounds must move into the building immediately.
- Students will proceed to the designated shelter area after attendance is taken. Some classes are assigned to remain in their rooms while others are assigned to

move into interior corridors. Students should check the attached shelter area assignments for their classroom's location.

- Order and quiet must be maintained at all times.
- Upon arrival at the assigned shelter location, students are expected to crouch down on their knees and cover their head. Students will practice this posture for at least one minute during the drill. They should remain in this posture during a real emergency.
- Everyone must remain in the assigned location until the "all clear" announcement is given on the P.A. Once this announcement is given, classes assigned to the interior corridors may return to their classrooms. In case of an actual emergency, an emergency announcement may be given with additional instructions.

Hard Lockdown

A Hard Lockdown Condition means that a substantial conflict/disturbance has begun or is imminent, i.e. hostage, gunman or an explosive device. A Hard Lockdown Condition requires a tight lockdown response. Anyone can initiate a Hard Lockdown if he or she observes an extremely dangerous situation: call the emergency line 2222. They will call 911. Once the P.A. System notifies the school of a Hard Lockdown Condition, staff will assume the lockdown position.

- In the SRC and South Cafeteria, fire retardant shades will roll down over all glass windows.
- All doors and windows will be locked.
- Unroll the door window blackout shade.
- Lights will be turned off.
- Everyone will be instructed to move away from the doors and windows and sit quietly on the floor.
- Order and quiet must be maintained at all times.
- Students and staff should remain in their classroom/offices until notified by a uniformed Police Officer that it is safe to leave the room. The Police will give instructions regarding what to do next.

Note: No one will be allowed to leave his/her area during a hard lockdown drill/ condition.

Secure and Teach

A Secure and Teach condition means there is a need to keep everyone in their rooms, e.g. protest, threat outside of the school but nearby, etc.

- Students in the nearby hallway and bathrooms should return quickly to their classroom.
- All doors and windows will be locked but leave all window coverings open unless otherwise advised.
- Attendance will be taken.
- If outside the building, remain there until given further information.

- Remain in classroom or office areas and continue with normal activities until further notice.

Note: No one will be allowed to leave or enter the building during a soft lockdown without authority of administration.

Emergency Closing of School

If it becomes necessary to close the high school because of inclement weather or other emergencies, metropolitan radio and television stations will be notified. Watch and/or listen for periodic announcements relative to the closing. The school district will be identified as Oak Park and River Forest High School, Cook County, District No. 200. Information will also be posted on the school's website, www.oprfhs.org.

Food Service

If a family feels their fees would cause economic hardship, they can apply annually for the Free or Reduced Lunch Program by completing the [2023-2024 Household Eligibility Form](#). If a student qualifies for Free or Reduced Lunch per the Federal Guidelines, then all district fees would be waived.

Cafeteria

General Information

Hot and cold breakfasts are served in the North Cafeteria and are available from 7:15 - 7:50 a.m. Lunch is served during periods 4, 5, and 6 in the North and South Cafeterias. Afternoon snacks are available for purchase in the North Cafeteria from 3:11 - 5:00 p.m.

Food Deliveries

Students are NOT allowed to order food from outside restaurants and have it delivered to the school. Students are welcome to purchase lunch from the school or to bring lunch from home. Students who order food to be picked up at the Welcome Center will not be permitted in the area and the delivery personnel will be turned away, which may possibly result in the student losing his/her money that was used to pay for the food.

Modified Campus Lunch Options

Freshman and Sophomore Lunch

All freshman and sophomore students are required to eat lunch in the South Cafeteria during their assigned lunch period. Gathering for lunch at lockers or in the halls is not permitted.

Junior and Senior Lunch Options

Junior and senior students will have the option of eating in the North Cafeteria or leaving the campus during their assigned lunch period. Students may leave campus provided that

parent/guardian permission for open campus lunch is on file with the school, and the conditions set forth by school administration to earn the privilege of open campus lunch are met. Eligible juniors and seniors who choose to leave the building must scan their ID upon leaving and returning, and they must exit the building within the five-minute passing period. Gathering for lunch at lockers or in the halls is not permitted. Students who leave the building for lunch MUST USE ONLY EXIT DOOR 9 near the North Cafeteria. STUDENTS ARE NOT PERMITTED TO LOITER AROUND THE PERIMETER OF THE BUILDING.

Modified Closed Campus (MCC) Eligibility Requirements

Juniors and seniors who have been granted parent permission that is on file with the school and who meet the eligibility requirements set forth by the administration have the option of leaving campus for lunch.

Juniors and seniors may go off campus for their assigned lunch periods providing:

- They have parent approval documented in Family Access.

And, they meet these other conditions:

- Have their official picture IDs;
- Have 5 or fewer tardies in a given 4 ½ week period;
- Have no more than 1 unexcused absence in a given 4 ½ week period;
- Are passing all courses (i.e. no Fs) at the mid-quarter progress reporting or end-of-quarter marking period.

Additionally, any student involved in specific disciplinary infractions will lose off-campus lunch privileges for the remainder of the semester. Please refer to the Behavior Education Plan for more details.

Juniors and seniors who choose to stay at school for their lunch period will eat in the North Café. Students who leave campus for their assigned lunch period must exit and re-enter through the Mall Door 9 by the North Cafeteria ONLY. Students will not be permitted to loiter around the building perimeter during off-campus lunch. Students must also be mindful of our neighbors and behave appropriately while away from campus.

A student will lose off-campus privileges for the remainder of the quarter if he/she fails to meet any of these conditions. The system will be reset every 4 ½ weeks (middle and end of each quarter) so that students have the opportunity to regain the privilege if it was lost due to any of the aforementioned conditions. ALL juniors and seniors who have parent approval documented in Family Access will begin the 2024-2025 school year with the off-campus lunch privilege.

Passes and Lunch Time Supports / Frequently Asked Questions (FAQs)

Q: When does a student need a pass?

A: To ensure that students have a purpose for leaving the classroom or other designated areas, other than passing periods, students will need to have a pass written for them every time they are released from an area.

Q: **Does this mean a student can't go to the SRC during study halls?**

A: To go to the SRC during a study hall, students must first report to their study hall. Once present in their study hall, the student will have to get a pass from the teacher once the first 10 minutes of the period have elapsed.

Q: **If a student wants to go to the Library or to the Tutoring during lunch, can they go?**

A: Yes. There will be a designated member of the Safety and Support Team (SST) outside of the lunch room that will provide students with passes to these areas during the lunch periods.

Q: **Why do students need to report to study hall first after the tardy bell rings before going to a different location for support?**

A: Since we are responsible for knowing where our students are and helping to manage hallways, we think it is important for students to touch base with the study hall supervisor if they have not reached their destination before the tardy bell. Study hall supervisors will have an opportunity to input accurate attendance and to discuss with students possible options to obtain the support they are requesting. Since study halls are considered an academic support area, students are responsible for understanding that study halls are spaces for them to complete academic work and to be respectful of those spaces.

Q: **Will a student still be able to visit teachers/counselors/Dean of Students etc. during study halls or lunch?**

A: Students can still use their lunch or study hall periods to visit teachers and other staff members. To ensure a teacher, counselor, Dean of Students, or other staff person is present and available; students should make an appointment and obtain a pass in advance from the faculty/staff person they plan to visit. The pre-signed hall pass verifies for the study hall supervisor that the teacher is available and has agreed to use that time to support the student.

Q: **If a student wants to eat lunch in their teacher's room or other locations, can they?**

A: As noted above, we are fortunate to have teachers, counselors, etc. who gladly meet with students during their own planning and lunch periods. We will continue to support and encourage those connections. However, we simply cannot meet the needs of students and staff with food allergies –nor can we keep mice and bugs at bay –if we allow food consumption and disposal in our classrooms and instructional spaces. Food needs to stay in the cafeterias (and a few other designated areas with prior arrangement through Food Services). As outlined above, students can get a pass

in advance from any staff member they hope to meet with, thereby ensuring the person is expecting them. A student can use the pass to leave from the cafeteria area, but should plan to eat lunch in the cafeteria first before leaving to meet with the staff member.

Q: If a student does not have a pass while moving in the hallway during class time, what will happen?

A: Students without a pass will be directed to the location they last visited to obtain one.

Q: Why do students need to wait 10 minutes in their study hall room before being allowed to go to a different location?

A: Ten minutes provides time for study hall supervisors to take attendance, check in with students regarding their needs and complete passes to go to other locations, if needed. This will also allow us to clear the halls after the bell rings and help deter tardies and unexcused absences.

Q: Can a student ask for a pass during the first or last 10 minutes of class?

A: We are discouraging any hallway movement during the first and last ten minutes of each class period, as noted above. Teachers can give their students hall passes outside of these times to attend to any necessary personal care needs. This is at the teacher's discretion.

Q: What are the hours of the Tutoring Center?

A: Tutoring is open from 7:00 a.m. – 7:00 p.m. Monday thru Thursdays, and 7:00 a.m. – 4:30 p.m. Fridays.

Q: Where is the Tutoring Center located?

A: Tutoring is now located in Room 2315 which is the 2nd floor of the Student Resource Center.

Q: If a student needs support in an academic area and a teacher whose expertise in the area is not available during the time the student is available, what do you recommend?

A: In addition to before school and afterschool, we will have two or more academic areas represented in the Tutoring Center. We recommend that students and staff consult the schedule that will be provided but we also recommend that students stop by the SRC to talk with the monitor. There are times when the needs of a student do not require a lot of content knowledge and any teacher assigned to the center can provide assistance. The monitor will help students match the need they have with the appropriate staff member for support.

Q. Can a student order lunch from outside restaurants and have it delivered to school?

A. Students are not permitted to order lunch for delivery from outside restaurants.

Q: Can a student use the restroom during lunch?

A: Students are permitted to leave the cafeterias without passes to go to the restrooms and may use the restrooms adjacent to the cafeterias.

Q: What about accessing lockers?

A: Students are free to go to their lockers prior to heading down to the cafeteria. Though they are not marked tardy for arriving at the cafeterias after the bell rings, students should still try to get to lunch by the tardy bell. Once the period starts, students in the lunchroom may not leave to go to their lockers.

Places to go During Lunch Periods

As indicated in the Modified Closed Campus procedures, after ten minutes, students may leave the cafeteria to study in designated areas. A Safety and Support Team member will be stationed outside Room 1332 near the Student Activities Center to write passes. Students may request a pass to the:

- Library (Student Resource Center, 3rd floor)
- Tutoring (Student Resource Center, 2nd floor)
- Testing Center
- Studio Study Balcony Area

No food or drink is allowed in any of these areas, with the exception of the balcony, where drinks are permitted as long as empty containers are disposed of properly. Sometimes these areas fill up and students will be told there is no longer any room. They can choose one of the other locations listed above or remain in the cafeteria until the period is over.

Restricted Lunch

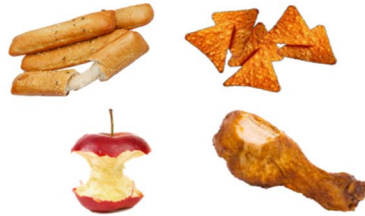
Students who violate the Behavior Education Plan may be assigned to Restricted Lunch by a Dean of Students. Students will report to an assigned area during their lunch period for a period of time determined by their Dean of Students. Students assigned to Restricted Lunch will be provided lunches for purchase delivered from the cafeteria or may bring their own lunch.

Zero Waste Cafeteria

At OPRF, we take our responsibility to the environment seriously! After consuming your lunch in the cafeteria, ALL students are asked to follow the guidelines below.

COMPOST

ALL FOOD



FOOD-SOILED PAPER



NO PLASTIC

HALF EATEN?

COMPOST IT.



RIPS WHEN WET,

COMPOST IT.



WAS IT ALIVE?

COMPOST IT.



RECYCLE

ALL CONTAINERS MUST BE EMPTY



MILK
CARTONS



PLASTIC CONTAINERS
#1-5



DRINK
BOXES



CANS &
CLEAN FOIL



GLASS
BOTTLES



CLEAN PAPER
& CARDBOARD



NO FOODS OR
LIQUIDS



NO PLASTIC UTENSILS
OR STRAWS



NO JUICE
POUCHES



NO PLASTIC
BAGS



NO PLASTIC #6,
STYROFOAM

LANDFILL



ALL
WRAPPERS



PLASTIC-COATED CARDBOARD



PLASTIC BOWLS

UTENSILS &
STRAWS



JUICE
POUCHES



PLASTIC WRAP



CHEWING GUM



STYROFOAM



PLASTIC



PLASTIC
BAGS

Ten Steps to a Healthier Day

- Eat Breakfast;
- Drink water, not pop;
- Avoid sugar, salt and grease;
- Eat fresh, not fake;
- Eat more fruits and vegetables;
- Get plenty of sleep each night;
- Walk or bike to school;
- Join a sport or other physical activity;
- Take yoga or meditate to reduce stress; and
- Participate in outdoor activities.

Resources for Wellness

For an abundance of resources on eating healthy and being healthy visit: wellness.oprfhs.org.

For information on STDs, birth control or pregnancy, contact the Oak Park Public Health nurse at 708- 358- 5485.

- National Suicide Prevention Lifeline: Call 988
- National Teen Dating Abuse Hotline: 866-331-9474
- Chicago Rape Crisis Hotline: 888-293-2080
- Community Mental Health Board of Oak Park, Network of Care:
cmhb.networkofcare.org

Dress Code**Dress Code Philosophy**

Similar to many districts that are rethinking dress codes based upon race and gender equity, the OPRF student dress code supports equitable educational access and is written in a manner that does not reinforce or increase stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.

- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language including profanity, hate speech and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

Oak Park and River Forest High School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for student attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

1. **Basic Principle:** Certain body parts must be covered for all students at all times. However; clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.
2. **Students Must Wear*, while following the basic principle of Section 1 above:**
 - A Shirt (with fabric in the front, back, and on the sides under the arms), AND
 - Pants/jeans or the equivalent (for example, a skirt, sweat pants, leggings, a dress or shorts), AND Shoes.

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

3. **Students may wear, as long as these items do not violate Section 1:**
 - Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff member
 - Religious headwear
 - Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).
 - Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
 - Pajamas
 - Ripped jeans, as long as underwear and buttocks are not exposed.
 - Tank tops, including spaghetti straps; halter tops
 - Athletic attire
 - Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).
4. **Students cannot wear:**
 - Violent language or images
 - Images or language depicting drugs or alcohol (or any illegal item or activity)
 - Hate speech, profanity, pornography
 - Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
 - Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
 - Swimsuits (except as required in class or athletic practice)
 - Accessories that could be considered dangerous or could be used as a weapon
 - Any item that obscures the face or ears (except as a religious observance)

5. Dress code enforcement:

In line with the dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violations outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - a. kneeling or bending over to check attire fit;
 - b. measuring straps or skirt length;
 - c. asking students to account for their attire in the classroom or in hallways in front of others;
 - d. calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - e. accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities. Students who feel they have been subject to discriminatory enforcement of the dress code should contact a Dean of Students.

Attendance

Absence Request Website: www.oprfhs.org/parents/community/Attendance

Attendance email for questions: attendance@oprfs.org

Why Attendance Matters

A growing body of research shows that chronic absenteeism (defined as missing 10% or more school days per year) for any reason can have a significant impact on a child's learning experience. A Johns Hopkins University study concluded that chronic absenteeism is associated with lower academic performance, a decline in high school graduation rates, and increased achievement gaps for students of color. A Policy Analysis for California Education study found that chronic absenteeism negatively affects test scores, impacts vulnerable students more frequently, and leads to decreased social-emotional learning outcomes for students.

In addition to the academic impact, students who are chronically absent miss out on other benefits that derive from being present in a classroom: developing strong relationships with peers and with teachers, learning teamwork and collaboration skills, engaging in community building in the classroom and school communities, developing time management and executive functioning skills, learning conflict resolution strategies, and practicing decision-making skills.

Attendance Guidelines

Because being present and engaged in the classroom will lead to better student learning outcomes and more robust social-emotional learning and executive function skills, OPRF has put the following attendance guidelines into place:

- Students can have up to 12 absences in a class period per semester. More than 12 absences in a class puts them at risk of potentially losing credit for that class.
- Both excused and unexcused absences count toward the total of 12 absences.
- Absences that do NOT count toward the total of 12 are:
 - Five Mental Wellness Days per school year
 - Hospitalizations
 - Religious holidays
 - Death of an immediate family member
 - In-school meetings with school support staff (counselors, social workers, deans, Special Education, school nurse, etc.)
 - IEP or 504 Meetings
 - School-sponsored field trip
 - In-School Reflection (ISR) or Out-of-School Suspension (OSS)
- Tardies can potentially count as an absence. Tardies occur when a student is less than 10 minutes late to a class period.
 - Five tardies to a class equal one unexcused absence.
 - A student who enters class with a pass from faculty or staff would not be penalized.

- Partial absence occurs when a student misses more than 10 minutes of class by arriving late, leaving in the middle of the class, or leaving early and not returning to class. One partial absence equals a whole missed period.

Additional attendance guidelines and procedures can be found on the “Attendance” page of the school website, including information on how excessive absences can lead students to losing credit for a course.

The School Administration reserves the right to adjust the below procedures as deemed necessary at any time.

Registrar

The Registrar’s Office serves students, staff, families and alumni of OPRFHS by performing a wide range of functions relating to student records and academic administration. The Registrar ensures the integrity, accuracy and security of all academic records of current and former students.

Registrar Services

Our office provides services related to student registration and enrollment, including:

- Processing student enrollments (for new, returning and transfer students)
- Student demographic changes (address, phone numbers, email addresses, guardianship, etc.)
- Certifying students for graduation
- Processing student withdrawals and transfers to other schools
- Providing official transcripts for current students and alumni
- Verifying student attendance
- Providing education and employment verification for current students and alumni
- Verifying that students who attend OPRFHS reside within district boundaries on a full-time permanent basis

To contact the Registrar’s Office, please email Registrar@oprfs.org

Withdrawals and Transfers

In accordance with Section 2-3.13 (a) of the Illinois School Code, all public-school districts must provide a student transfer form to any student who is moving out of the school district. This form verifies whether that student is in good standing and if his or her medical records are up-to-date and complete. "In good standing" means that the student is not being disciplined by an out-of-school suspension or expulsion and is currently entitled to attend classes. No public-school district is required to admit a new student unless he or she can produce this information from the student’s previous public school.

Transcripts

Current Students – If you are a current student at OPRFHS please fill out the [Transcript Release form \(instructions here\)](#). Seniors' final transcripts are sent to the colleges indicated on your OPRFHS Senior Survey by the end of June. Colleges often take a couple of weeks to reflect the receipt of the transcript sent by OPRFHS.

If your post-secondary plans have changed, please contact your PSS secretary as soon as possible.

NOTE: You can request a free transcript via [Parchment](#) until July 31 of your graduation year. After that, you are considered an alumni and will need to pay a small fee.

Graduates and Former Students – We no longer accept transcript requests via mail, phone, fax, email, or in person. If you are an alumni, you must set up an account and request a transcript through [Parchment](#). For more information please visit our website.

Residency Requirements

According to the Illinois School Code, every student who attends Oak Park and River Forest High School must reside in Oak Park or River Forest with his or her legal guardian. It is against the law to:

1. Enroll or attempt to enroll a student on a tuition-free basis when the person enrolling the student knows that the student is not a resident of Oak Park and River Forest High School, District 200.
2. Knowingly or willfully present to Oak Park and River Forest High School, District 200, any false information regarding the residency of a student for the purpose of enabling the student to attend on a tuition-free basis.

Note: Evidence of these crimes may be turned over to law enforcement authorities, and violations are punishable by up to 30 days in prison and a \$500 fine. District 200 will charge tuition beginning on the day the student was enrolled illegally in the District through the time the student is dropped.

Student Records Policy – 7:340

School student records are confidential and information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except as provided in state or federal law as summarized below:

1. Records kept in a staff member's sole possession.

2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.
5. Other exempt records as provided by state or federal law.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian. Upon request, the District discloses school student records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

Education Rights of Homeless Children and Youth

You have the right to:

- Enroll your child in school immediately even without school or medical records;
- Get help from the district liaison with immunizations and/or medical records;
- Choose your child's old school or school closest to where you are living now;
- Get transportation to school for your child;
- Dispute enrollment or transportation decisions;
- Participate in your child's education.

For help, contact Carmen Lopez, your District 200 Homeless Education Liaison, at 708-434-3260 (clopez@oprfs.org) or the [Illinois State Board of Education](#).

Health Services

Required Medical Paperwork

Pursuant to District Policy number 7:100; parents/guardians of all students must present proof of health examination and proof of school-required immunizations upon enrollment no later than October 15 of that school year. Failure to do so will result in exclusion from school until the required health forms are presented to the District. Students registering after October 15 will have 30 days from enrollment date to comply with health examination and immunization requirements. Rising 12th graders are required to show proof of meningitis vaccination no later than October 15th of that school year or will be subject to exclusion from school pursuant to District Policy number 7:100.

Administration of Medications

Pursuant to District Policy number 7:270, and 105 ILCS 5/10-22.21b, students may **NOT** possess or consume any medications, including over-the-counter medications, without the express written orders of a physician. School Nurses may not administer medication of any kind without those orders. Parents should make every effort to give prescribed doses of medication at home. If medication is necessary to maintain the student in school, the District's "Medication Authorization Form" must be completed by the student's physician and signed by a parent/guardian. A new form must be submitted to Health Services at the start of each school year. The form is available on the school website under "Families," then "Health Services."

Elevator Use

Elevators are not for general student use. Student use of the school elevators requires a physician's written order. The order must indicate that elevator use is necessary and must specify the length of time the accommodation is needed. The physician order must be turned in to the Health Services office, and an elevator pass will be issued to the student for the length of time indicated on the order. Elevator passes are limited to students with temporary and permanent disabilities.

Medical Action Plans

In the school setting, certain medical conditions require an action plan to effectively manage the condition during the school day. Emergency action plans must be updated by the student's physician, and a new form is required at the start of each school year. Blank medical action plan forms for asthma, food allergies, diabetes, and seizures can be found on the district website under "Families", then "Health Services."

Illness or Injury During School

Students who are too ill to remain in class, or who have been injured, are to inform their classroom teacher or other appropriate staff. The student will be issued a pass to go to the Health Services office. If necessary, the nurse will call the student's parent or guardian to

arrange and excuse the early dismissal. In an emergency medical situation, the nurse will obtain the appropriate medical treatment and contact the parent or guardian.

Return to School Guidelines After Illness

The Illinois Department of Public Health recommends that students who have a fever of 100 or higher should not return to school until fever free for 24 hours **WITHOUT** the use of fever-reducing medications, and in the case of respiratory illness, the student may return to school when symptoms are improving. The IDPH has adopted the recommendation of the Centers for Disease Control that students should practice good respiratory hygiene when returning from a respiratory illness such as influenza A or B, Covid-19, RSV and the common cold.

Automatic External Defibrillators

The Board of Education provides automated external defibrillators (AED) in designated areas of the building for use in emergency situations. They are located at the following areas: 1st Floor at Exit 8, Health Services Office, Trainers Office, Student Center, East Pool, West Pool, Fieldhouse Corridor, Stadium (2), Monogram Room Corridor, Corridor of 3 East Dance Studio, Corridor outside of 3rd Floor Library, 4th Floor SE Stairway, Makerspace inside entry door next to elevator, Library inside entry next to elevator.

Student Accidents and Injuries

Oak Park and River Forest High School provides accidental medical and dental insurance coverage for injuries incurred during school hours and during any school sponsored event. Students are covered while traveling to and from such events when transportation is provided by the District. Full coverage plans are offered to families through the District's plan administrator.

Text Because You Care Hotline

This 24-hour anonymous hotline is available for students, staff, and parents/guardians who are aware of anything that may impact the safety of students and staff on campus. Confidential tips will be sent to a special team who will monitor and respond to the text message as quickly as possible. Text the word CARE to 844-670-5838 to be connected. All tips are anonymous.

Safe2Help

If you need help/support around preventing suicides, bullying, school violence, or other threats to school safety, contact Safe2Help IL via phone (844-4-SAFEIL), text (72332) or email (Help@Safe2HelpIL.com). You can also visit the website Safe2HelpIL.com or download their mobile app.

Events - School and Non-School Sponsored

Solicitation

Solicitation for activities, goods and services by non-school related individuals or for non-school related organizations is prohibited on school property. (Advertising in school-related publications is permitted with proper approval.) Solicitation of gifts from the community by students or school personnel to support specific school organizations or activities is also prohibited.

Advertising School Sponsored Events and Activities

All posters, banners and flyers (large and small) must be approved by the office of the Director of Student Activities (Room 1332). Flyers, banners and posters must include:

- The name of the sponsoring organization;
- The name of the activity or event;
- The date and location of the activity or event.

Procedures for Advertising:

1. The activity or event being advertised must be approved by sponsors before posters and flyers are submitted to the office of the Student Activities Coordinator.
2. Once approved, bring the flyer, banner or poster to the Student Activity Center, Room 1332, for approval (allow at least 24 hours to be approved).
3. Once the flyer, banner or poster has been approved, the individual submitting the flyer or poster can make up to 30 copies.
4. After copies are made, each flyer, banner and poster must be individually stamped by the Student Activity Office.
5. Approved flyers, banners and posters may be posted on bulletin boards located above water fountains and other designated areas. Masking tape is available in the Student Activities Office.
6. Flyers may NOT be posted in the washrooms, on doors, windows, posts, etc. Flyers that are posted incorrectly will be removed and the organization may lose posting privileges. Flyers may not be handed out. It is the responsibility of each organization to take down and recycle its dated flyers, posters and banners.

Non-School Sponsored Events

Posters, banners and flyers advertising non-school sponsored events, must also be approved in Room 1332. If approved, posters, banners or flyers may only be posted on the Community Bulletin board, located across from the Bookstore.

School Sponsored Dances, Games and Events

Participation in any activity outside of the school day is a privilege, not a right. All students must adhere to the guidelines below:

Guidelines for all Dances

- All students and guests who plan to attend a dance must arrive during the announced time that the doors will be open. No one will be permitted to enter a dance after the close of admittance unless prior arrangements are made with the dance supervisor. Allow ample time for parking.
- Students must present their school ID and ticket to be admitted to dances.
- Students are expected to follow the dress code at all dances.
- Students and guests may not return to a dance after leaving.

Homecoming and Prom Information

Oak Park and River Forest High School holds two official dances each year, Homecoming and Prom. Detailed information will be advertised in the Daily Bulletin well in advance of the event. Any questions can be directed to the Student Activity Center in Room 1332.

Penalties for Inappropriate Behavior at School-Sponsored Activities:

1. Students and guests are expected to obey the Behavior Education Plan at all School-Sponsored Activities (on and off campus). If a student does not meet these expectations, discipline responses will be administered in accordance with the OPRF Behavior Education Plan.
2. If school personnel suspects that a student is under the influence, they will employ the use of a non-invasive drug test or breathalyzer to determine whether or not a student has used a substance. (see Behavior Education Plan). Any dance attendee who has a positive test result or who refuses to submit to a test will be considered "under the influence," removed from the dance, and parents called. Discipline responses will be administered according to the OPRF Behavior Education Plan.

NOTE TO SENIORS: Any violations to the Behavior Education Plan could jeopardize attendance at Prom, participation in the Commencement Ceremony and all senior end-of-the-year activities.

Regulations Governing Non-OPRFHS Student Attendance at School Dances

Students who do not attend Oak Park and River Forest High School are permitted to attend Homecoming or Prom dances as invited guests only. All invited guests are subject to the following guidelines:

- Guests may only attend dances for which tickets are sold in advance.
- Guests must complete the guest form for that dance and it must be approved by the OPRF student's Dean by the deadline given for that dance
- Guests must be under 21 years of age.
- Guests must be in Grade 9 or above to attend school-sponsored dances.
- Guests must be accompanied by an OPRFHS student.

Note: Students who want to invite non-students to semi-formal or formal dances must complete guest permission forms (available in the Student Activities Center). An OPRFHS

Dean of Students signature AND the signature of a school official from the guest's school (if applicable) are required before purchase of the ticket. The Dean of Students retains one copy of the form, one copy is turned in to the ticket-seller at the time of the ticket purchase, and the student delivers one copy to the invited guest. Upon arrival at the dance, the invited guest must present a picture identification (driver's license or school ID).

Guidelines for Behavior in Specific Areas

Cafeteria

- Food purchased in the cafeteria is to be eaten there.
- Before leaving the cafeteria, students must clean up their tables and deposit waste material in the containers provided.
- Students must use tables and chairs appropriately. Sitting on tables or putting feet on chairs is not permitted.
- Food is not permitted in classrooms.

Mall

- Containers provided for disposal of paper and waste products must be used to dispose of trash.
- The use of tobacco in any form by students on school property is prohibited. Students who choose to smoke must be off school grounds.
- Skateboarding on the mall is prohibited.

Field Trips

- The standards of behavior and conduct that apply to students in school also apply when students are on field trips.
- Infractions of the Behavior Education Plan on a field trip will be reported immediately to the Dean of Students.
- Students attending overnight school-sponsored trips are subject to having their bag(s) searched.

Library

- Unless students are with their class, they must have a pass to enter the library.
- Students must conduct themselves in a manner that allows other students to use the facility.
- Conversations must be brief and restricted to schoolwork.
- Running, shouting, and disturbing others is not permitted.

Athletic Contests

- The standards of behavior and conduct that apply to students in school during the school day also applies to athletic competitions and activities.
- Possession or use of mechanical noisemakers is prohibited at all contests, in all sports (i.e. Horns, whistles, boom boxes).

- Signs may only be displayed at athletic events if they are tasteful and supportive. Other signs will be discarded.
- Throwing objects of any kind onto the playing area is prohibited.
- Students are not permitted to re-enter athletic events
- Students may not bring any audio devices into events that serve to distract athletes (i.e. Speakers).
- Students must have a valid school ID in their possession at all times.

Classroom Expectations for Cell Phones and Other Electronic Devices

1. Purpose

- Nearly all OPRF students come to school every day with a cell phone, smart watch, earbuds, and/or other personal electronic device, which they use for a variety of purposes that can be healthy and beneficial. However, these devices – the phone in particular – have proven to be disruptive during instructional time and detrimental to learning. In keeping with current research around best educational practices, OPRF has determined that prohibiting the use of cell phones and other personal electronic devices during academic learning time aligns with the Strategic Plan and gives our students their best chance at social, emotional and academic success.

2. Daily Phone Home Procedure and Consequences for Non-Complying Students

- Upon entering any classroom for instructional time, **students will be required to silence or turn off their phones and place them in a numbered 'Phone Home'**, and they will retrieve their phones at the end of the class period. Students will not be permitted to access their phones without express permission from the supervising teacher to use the phone **for instructional purposes**. At the start of the semester, students will sign a Phone Home acknowledgment form that identifies the brand and model of their device.
- The first time a student does not comply, teachers will conference with the student to discuss the issue.
- The second time a student does not comply, teachers will notify parents/guardians of the issue.
- The third time a student does not comply, teachers will issue a disciplinary referral. Students will be required to turn in their phones with the deans' office at the start of school for two school days. Subsequent failures to comply will result in escalating disciplinary responses from the deans.
- Students who leave the classroom for emergency preparedness drills or other alarms will not be permitted to retrieve their phones for such purposes. The retrieval of phones from the phone home in these situations does not align with best practices for the safety and security of our students.
- Students who leave the classroom for the restroom, water fountain or any other temporary purpose will not be permitted to retrieve their phones for such purposes.

3. Other Electronic Devices

Students are not permitted to use smart watches, earbuds, headphones or listening devices, or other personal electronic devices (excluding Chromebooks or personal computers) in any classroom during instructional time without express permission from the supervising teacher or as part of a legally required 504 accommodation. Students who do not comply may face confiscation or other consequences at the teacher's discretion.

Academic Honesty Guidelines

Staff, parents and students are responsible for maintaining the academic integrity of the school. The atmosphere in each classroom, gymnasium, laboratory, library or support center should actively foster academic honesty, as should the atmosphere in the home of each student. Staff should be clear in their advocacy of academic honesty by discussing this topic with their students. Faculty will attempt to employ strategies that reduce the opportunity for dishonesty. Parents should continually emphasize academic honesty and integrity to their children.

Any action intended to obtain credit for or recognition for work that is not one's own is considered academic dishonesty. These actions include, but are not limited to, the following:

- Submitting another's work as one's own work.
- Sharing or accepting a copy of a test or scoring device.
- Sharing quiz/test questions with students in the same or other classes.
- Copying from another student's homework or class project.
- Cheating on a quiz/test by copying from another student or using unauthorized sources of information.
- Plagiarizing.
- Fabricating data or sources of information.
- Copying materials in violation of the copyright laws.
- Using technology to commit academic fraud.
- Using technology in violation of the district Acceptable Use Policy.
- Accessing restricted computer files without authorization.

Procedures Related to Academic Dishonesty Policy:

1. If a student is suspected of violating the academic honesty policy, the faculty member will alert the student and take appropriate action to eliminate the opportunity to cheat. Following the class, the student and faculty member will meet and attempt to resolve the issue. Consequences may include, but are not limited to, the following:
 - Requirement to re-do the assignment.
 - Grade reduction for the assignment.
 - Grade reduction for the quarter.

- Grade reduction for the semester.
- 2. If a student denies committing academic fraud or if a student and teacher cannot mutually resolve the issue, the teacher will refer the suspected incident to the Division Head for further review.
- 3. The Division Head will determine if there is sufficient evidence to substantiate the allegation of Academic Dishonesty. If so, then the procedures below will be followed. If not, the matter will be dropped.
- 4. For documentation purposes, the teacher will submit an electronic referral for violation of Academic Honesty Policy via Skyward and notify the parent of the suspected Academic fraud.
- 5. In the event that an appeal is requested by the parent, a meeting will be convened within 10 school days of the request. The meeting should include the student, parent, teacher, Division Head, and Director of Student Learning.
- 6. The Director of Student Learning will issue a final decision within 10 school days of the meeting. Examples of appropriate consequences are listed above. If the incident occurs at the end of a grading period a student will be given an incomplete (I) grade until the final ruling is rendered.
- 7. Final decision can be appealed to the Superintendent or designee for review.

Note: A record of the student's violation will be kept as part of a student's temporary file. Any student who is found to have engaged in acts of academic dishonesty is not eligible for membership in the District's honors societies. Current honors societies member who engage in acts of academic dishonesty are subject to removal from the academic societies.

Anti-Bullying Guidelines

Addressing Bullying

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District's anti-bullying program and to encourage you to help us identify students who are being bullied.

The Board of Education policy on bullying begins with this goals statement:

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

Bullying is defined as follows:

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that

has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

For more information and additional resources, please visit <https://www.stopbullying.gov/bullying/what-is-bullying>.



REPORTING A CONCERN

directed at students

Are you a student?

Yes

You have **four** options. Choose which works best for you:

Report it to the:

Office of Equity - Room 2131

Dr. LaTonya Applewhite
Executive Director of Equity and
Student Success
lapplewhite@oprfs.org

Ms. Melody Brown
Administrative Assistant,
Office of Equity
mbrown@oprfs.org

Tell a trusted adult, who will report to the:

Office of Equity - Room 2131

Dr. LaTonya Applewhite
Executive Director of Equity and
Student Success
lapplewhite@oprfs.org

Ms. Melody Brown
Administrative Assistant,
Office of Equity
mbrown@oprfs.org

Report it to the:

The 24-hour anonymous hotline for students.
Text a detailed message to **274637**
Use keyword **OPRF**

Complete the:

Online Incident Reporting form

Find it here by scanning the
QR code



Are you an adult?

Yes

Has a student reported an incident to you? Do you suspect an incident has occurred?

Yes

Report it to the:

Office of Equity - Room 2131

Dr. LaTonya Applewhite
Executive Director of Equity and
Student Success
lapplewhite@oprfs.org

Ms. Melody Brown
Administrative Assistant,
Office of Equity
mbrown@oprfs.org

What happens next?

The **Racial Incident Response Team** will conduct a fact finding process for the reported incident.

The team consists of:

Response Coordinator: Dr. LaTonya Applewhite
Student Racial Incident Response Managers:
Dr. LaTonya Applewhite and Ms. Melody Brown
Employee Racial Incident Response Managers:
Dr. Roxana Sanders and Ms. Lynda Parker

More information in the Student Handbook

Racial Incident Reporting; Policy 7:12

Prevention of and Response to Bullying, Intimidation, and Harassment; Policy 7:180

Harassment of Students Prohibited; Policy 7:20

Uniform Grievance Procedure; Policy 2:260

Board of Education Policy – 7:12 Racial Equity

Oak Park and River Forest High School (OPRFHS) provides a dynamic, supportive learning environment that cultivates knowledge, skill, and character and strives for equity and excellence for all students. OPRFHS values the racial and ethnic diversity of its students and recognizes that an educational environment in which diversity is respected and valued contributes to successful educational outcomes for all students. OPRFHS also acknowledges that complex societal and historical factors, such as racism, contribute to inequities in our society. Institutional racism, cultural biases, and other societal factors can negatively impact a student's sense of belonging and contribute to inequitable opportunity gaps as well as disparities in achievement and graduation rates between students of different races. OPRFHS aims to combat such concerns and provide all students the support and opportunity they need to succeed. This policy aims to address the systemic barriers to equity and access that disproportionately affect our students of color, who have experienced marginalization as shown through our historical data, and to take into account how race plays out in our daily lives and in our education system.

While this policy primarily and explicitly addresses racial equity, it does so with the declaration that racial inequities are often intertwined with and compounded by disparities tied to other identities and factors. In order to realize equitable opportunities and outcomes for everyone, equity must be applied across, including but not limited to, race, ethnicity, gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster status, involvement with the juvenile justice system, IEP status, disability, learning difference, immigration status, or language.

Educational equity and equality are not the same principles and should not be used interchangeably. Equality means treating all students the same regardless of differences. Equality can only succeed if all students start with the same needs and challenges. Equity rests on principles of justice and fairness and aims to remove barriers to provide each student the opportunity to benefit equally from the high-quality educational experience and outcomes that OPRFHS offers. OPRFHS recognizes that fostering educational equity may require allocating resources unequally to focus on barriers that may uniquely impact students of diverse backgrounds.

The Board of Education will follow this policy in conducting its business and exercising its responsibilities. The Board of Education believes that student success is broadly shared by District staff, families, our community, and our students' own efforts. Every adult in the school community should have the moral imperative, collective ownership, and will to act to eliminate racial bias and disparities.

Definitions

For the purposes of this policy, the following terms shall have the following meanings:

“Bias” means prejudice in favor of or against a person or group relative to another, usually in a way considered to be unfair.

“Discrimination” refers to the unequal treatment of a person or group based on a protected characteristic such as race, gender, sex, sexual orientation, disability, or religion.

“District staff” includes all employees, consultants, and contractors of District 200.

“Diversity” or **“Diverse”** means variety in race or ethnicity; a range of races and ethnicities of people, as well as people with different beliefs.

“Ethnicity” is a social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical background.

“Implicit Bias” means biases of which people usually are unaware or which operate at the subconscious level. Implicit bias is usually expressed indirectly.

“Institutional Racism” means social policies, practices, procedures, and/or discourse that benefit people who are white at the exclusion of people of color, often unintentionally.

“Opportunity Gap” means the unequal or inequitable distribution of educational resources and opportunities on the basis of race and/or ethnicity; resources may include staffing, academic supports, social and emotional supports, high-quality curriculum, and other programs. This gap can contribute to or intensify lower educational aspirations, achievement, and attainment for members of affected groups.

“Racial Equity” means the systematic fair treatment of people of all races and ethnicities that allows equitable outcomes. Once racial and ethnic inequities are eliminated, race and ethnicity are not factors in outcomes.

“Racism” means the prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Implementation, Accountability, and Monitoring

The Board directs the Superintendent to establish, in accordance with this policy, written procedures and other guidance to implement this policy. The written procedures and guidance shall include, but not be limited to, the following areas for action:

- **Accountability and Monitoring.** The administrative procedures shall include methods for accountability and metrics for evaluation of programs and plans therein. The Superintendent shall annually report to the Board and the community on the metrics and measures established to track implementation of this policy.
- **Equity Analysis.** The administrative procedures shall include the use of a racial equity impact assessment tool to help decision makers consider racial equity when assessing policies, procedures, professional development, and other practices and choose options that mitigate the risk of racial inequity, implicit bias, and other

unintended consequences. The administrative procedures shall further address professional development regarding the tool and establish a written process to guide use of the tool.

- **Equitable Practices, Procedures, and Programs.** The administrative procedures shall include a process for review of OPRFHS practices, procedures, and programs to consider whether they result in over- or under-representation of any group of students on the basis of race. If such disparity is found, the District will consider revision or elimination of the practice, procedure, or program.
- **Resource Allocation.** The administrative procedures shall afford flexibility to differentiate resource allocation on the basis of student need in an effort to promote and provide equity in education while complying with all requirements of relevant state and federal law.
- **Stakeholder and Community Engagement.** The administrative procedures shall provide intentional, targeted outreach to community partners and families aimed at creating robust racially and culturally diverse stakeholder engagement, welcoming students and families, and educating stakeholders on services and resources available to them.
- **Diverse Workplace Initiatives.** The administrative procedures shall include a plan to recruit, employ, support, retain, and develop racially and linguistically diverse and culturally responsive administrative, instructional, and support personnel throughout its divisions and departments. The procedures shall further address a plan to provide leadership and mentoring opportunities to diverse employees, procedures to track and report on diverse teacher retention, and a plan to identify, analyze, and address causes of diverse employee turnover.
- **Professional Development.** The administrative procedures shall include a plan to provide professional development to strengthen employees' knowledge and skills of strategies for eliminating bias and disparities in student achievement and district hiring practices. The procedures shall further address required professional development regarding strategies to limit and/or mitigate the harm of such disparities; implicit bias in hiring practices; cultural responsiveness; the historical roots of institutional racism; and equitable, inclusive, and anti-oppressive methods.
- **Welcoming School Environment.** The administrative procedures shall include a plan to offer a welcoming, emotionally supportive, safe, inclusive culture that empowers all students and reflects and supports the diversity of its community, including students, parents, families, faculty, staff, and other community members.

- **Discipline Disparities.** The administrative procedures shall include a plan to provide alternatives to punitive discipline, including a focus on social-emotional learning and restorative practices. The procedures shall address the goal of keeping our students in the classroom and ensuring that they have equitable access to instruction.
- **Culturally Responsive and Relevant Teaching and Learning.** The administrative procedures shall include a plan to intentionally seek out and consider diverse perspectives of students, faculty, and staff when developing and implementing teaching and learning practices and curriculum. The procedures shall further address selection of classroom materials, assessments, and teaching that reflect diversity and encourage understanding and appreciation of unique cultures, classes, languages, and ethnicities.
- **Equity Leadership and Infrastructure.** The administrative procedures shall include a plan for funding and implementing activities to further the goals of this policy, including necessary leadership and infrastructure.
- **Racial Incident Protocol.** The administrative procedures shall address the District's robust enforcement of Board policies 7:10, *Equal Educational Opportunities*, and 7:20, *Harassment of Students Prohibited*, which prohibit discrimination and harassment on the basis of, among other characteristics, race. The procedures shall further outline the process for students or other members of the District community to file complaints regarding an alleged incident of discrimination, pursuant to Board policies 7:10, 7:20, or 2:260, whichever is applicable.

Administrative Procedure 7:12 Racial Equity

In accordance with Board Policy 7:12, *Racial Equity Policy*, the administrative procedures shall address the District's robust enforcement of Board policies 7:10, *Equal Educational Opportunities*, and 7:20, *Harassment of Students Prohibited*, which prohibit discrimination and harassment on the basis of, among other characteristics, race. The procedures shall further outline the process for students or other members of the District community to file complaints regarding an alleged incident of discrimination, pursuant to Board policies 7:10, 7:20, or 2:260, whichever is applicable.

Racial Incident Protocol

Definition of Terms:

For the purposes of this component, the following terms from Policy 7:12 shall have the following meanings:

"Bias" means prejudice in favor of or against a person or group relative to another, usually in a way considered to be unfair.

“Discrimination” refers to the unequal treatment of a person or group based on a protected characteristic such as race, gender, sex, sexual orientation, disability, or religion.

“Racism” means the prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

“Reporting Party” Individual(s) that report experiencing an alleged incident of racial misconduct to the Racial Incident Response Team.

“Responding Party” Individual(s) that have received racial misconduct allegations from a reporting party.

Incident of Racial Bias:

All forms of bias, discrimination, and racism can be both *explicit* (aware, voluntary and intentional) and *implicit* (unaware, involuntary and unintentional). All manifestations of such can be both *personal* (an individual act of bias, meanness, or exclusion) or *institutional* (supported and sanctioned by power and authority that confers privilege on members of a dominant group while disadvantaging members of other groups).

Examples of Racial Misconduct:

- Comments and/or conduct with racial connotation(s) or subject matter that are demeaning to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- engaging in or sharing stereotypes, memes, jokes, name-calling, ridicule or mockery, insults or put-downs, physical gestures or enactments, photographs or objects involving a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- requests or demands for favorable treatment due to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- express/implied communications that race has adversely affected decisions regarding such matters as employment, work assignment or status, academic standing, grades, receipt of financial aid, letters of recommendation, or receipt of a District 200 benefit or service;
- the actual use of race, skin color, ethnicity, cultural characteristics, or national origin to affect decisions regarding such matters as employment, work assignment or status, academic standing, grades, and participation in student activities;
- physical assaults, threats, and/or intimidation directed towards someone, that is relative to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- denial or obstruction of access to services due to a person's race, skin color, ethnicity, cultural characteristics, or national origin;

- unequal application of District 200 policies as a result of a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- any other racial misconduct that substantially or unreasonably interferes with an individual's work, academic performance, or extracurricular involvement.

Reporting a Racial Incident to the Racial Incident Response Team:

District 200 strives to be a racially conscious institution dedicated to confronting racism in its explicit and implicit forms. Guided by this principle, we are intentional about creating an educational environment that values the rich diversity of our school community. If students or employees experience racial misconduct, an incident shall be reported to the Office of Equity.

Students can also report racial misconduct by telling a trusted adult, texting the Tip Line on the back of student IDs, or by completing the [Racial Incident Reporting Form](#) found on the school website. Once a complaint is made, the Office of Equity will begin the fact finding process with assistance from the Racial Incident Response Team.

Response to Report:

District 200 shall promptly and equitably address any complaints of racial misconduct by:

1. requiring an interview process for both the reporting and responding parties; additional interviews may be extended to witnesses of any alleged racial misconduct;
2. treating all reports as confidential to the extent consistent with conducting a thorough investigation;
3. advising the reporting party of alleged racial misconduct about available school and community resources;
4. assisting the reporting party in accessing school and community resources, including campus and local law enforcement authorities, when such assistance is requested or required;
5. making reasonable changes in working or academic arrangements, sports, and extracurricular participation as appropriate;
6. advising both the reporting and the responding parties that the outcome of a given report was handled appropriately;
7. taking restorative, disciplinary, or other corrective action as appropriate.

The Racial Incident Response Team (RIRT) is comprised of the following positions:

Racial Incident Response Coordinator:

Director of Equity and Student Success:

- Receives student and adult reports of racial misconduct
- Collaborates with Deans and teachers in response to student reports of racial misconduct
- Collaborates with Employee Racial Incident Response Managers in response to adult reports of racial misconduct:

Employee Racial Incident Response Managers:

- Associate Superintendent
- Assistant Superintendent of Human Resources
 - Receives employee reports of racial misconduct from the Office of Equity
 - Receives reports of racial misconduct directly from employees

Responsibilities of the Racial Incident Response Team

1. To receive all complaints regarding racial misconduct by students, faculty, and staff;
2. to ensure that the reporting and responding parties are provided information about and access to school and community resources when appropriate or requested;
3. to ensure that the reporting party receives guidance on how to contact campus and local law enforcement if appropriate or requested;
4. to investigate reports of racial misconduct in a prompt and equitable manner;
5. to determine whether or not a complaint is substantiated; and
6. to issue any appropriate consequences, including restorative practices, disciplinary action;
7. to inform the responding party of those consequences.

No other individual or entity may engage in the fact-finding processes of a report of racial misconduct by a student or employee on behalf of Oak Park and River Forest High School District 200. The Racial Incident Response Team will maintain files on the fact-finding process, which will be kept confidential to the extent consistent with protocol.

Making a Report

Reporting a racial incident allegedly committed by an employee, student, outside contractor, or visitor:

Students shall report an alleged racial incident by a faculty member, a staff member, student, outside contractor, or visitor by any of the methods listed below:

- Contact the Office of Equity
- Send a text to the “Tip Line” located on back of the student ID
- Inform a trusted Adult, whom shall then report the complaint to the Office of Equity
- Submit an online Racial Incident Report Form

The following procedures shall be applied according to the status of the person accused of racial misconduct by a student:

For allegations against an employee/campus visitor/ outside contractor:

- The Racial Incident Response Coordinator will collaborate with the Employee Racial Incident Response Managers on fact-finding relative to an employee/campus visitor/outside contractor who is accused of racial misconduct.
- The Superintendent will be informed if the Racial Incident Response Coordinator is the person accused of racial misconduct.

- The corresponding Executive Cabinet member, Division Head, and Faculty Senate Chairperson will be notified of employee racial misconduct allegations.
- The Racial Incident Response Coordinator shall report the findings and recommended action to the Superintendent, corresponding Executive Cabinet member, Division Head, and Faculty Senate Chairperson.

For allegations against a student:

- The Office of Equity shall contact parents/guardians of all students involved in a report of racial misconduct.
- Parents/guardians shall be informed that they can be present during the fact-finding meeting involving their student.
- The Office of Equity shall collaborate with the Student Racial Incident Response Managers on fact-finding regarding a student who is accused of racial misconduct.
- The Office of Equity will follow up with all involved students and parents/guardians once the fact-finding process is complete. Findings and recommended actions will be reported to the Superintendent.

Employees are encouraged to report alleged racial misconduct by another employee, an outside contractor, or a visitor by the reporting methods listed below:

- Contact The Office of Equity
- Contact and Employee Racial Incident Response Manager
- Submit a Racial Incident Response Form (Online)

The following procedures shall be applied according to the status of the person accused of racial misconduct by an employee:

1. Student--If an employee alleges that a student has committed racial misconduct, he/she/they shall report it to the Office of Equity. Once a complaint is filed, the Executive Director of Equity shall collaborate with Racial Incident Response Managers to proceed with fact-finding and decide whether disciplinary action is appropriate.
2. Campus visitor or outside contractor—The Office of Equity is to be informed if a campus visitor or outside contractor is accused of racial misconduct. The Executive Director of Equity shall inform the Superintendent and Chief Financial Officer of the allegation of racial misconduct prior to the fact-finding process with Racial Incident Response Managers.
3. Employees - If an employee alleges that a District employee has committed racial misconduct, he/she/they shall report it to the Office of Equity who will then collaborate with the Racial Incident Response Managers in the fact-finding and decide whether consequence is appropriate.

Disciplinary Actions

Sanctions for racial misconduct may take different forms depending on the severity of the offense. In those situations where racial misconduct has been established following

a thorough process of fact-finding, appropriate action will be taken. Consequences will be informed by restorative practices with an emphasis on repairing relationships.

For students: appropriate action will be taken in accordance with the Behavior Education Plan.

For adults: appropriate disciplinary measures will be taken, in accordance with District policy.

Restorative Philosophy

Oak Park and River Forest High School is a restorative institution that believes in creating and maintaining healthy relationships to create a caring culture where every member thrives. We believe that it is critical to engage in repairing harm in order to transform conflict into teachable moments that create opportunities for behavior education. Restorative practices as a form of consequence can be presented in a number of ways. Listed below are some examples of repairing harm caused by racial misconduct:

- Peace circles
- Racial equity coaching
- Parent/student meetings
- Reconciliation through apology
- Impact letters

Retaliation

Retaliation, including threats or other forms of intimidation, against a reporting party or any other party involved in implementing the District 200 Racial Incident Protocol are violations of the policy and may be grounds for disciplinary action. Intentionally Dishonest Complaints of Racial Misconduct

Lack of corroborating evidence should not discourage complainants from reporting racial misconduct to Oak Park and River Forest High School. If, however, complaints are found to have been intentionally dishonest or made maliciously without regard for truth, may be subject to disciplinary action.

For students: Appropriate action will be taken in accordance with the Behavior Education Plan.

For adults: Appropriate disciplinary measures will be taken, in accordance with District policy.

Board of Education Policy –7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7.

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Harassment means any unwelcome conduct on the basis of an individual's actual or perceived protected class (i.e., race, gender, color, religion, national origin, ancestry, age, sex, marital status, order of protection status, disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, citizenship, status, or work authorization status) that has the purpose or effect of substantially interfering with the individual's school/work performance or creating an intimidating, hostile, or offensive social and learning environment.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. The District uses the definition of *bullying* as provided in this policy. Staff of the District will be expected to reinforce the plan and the commitment that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Ms. Janel Bishop
201 N. Scoville
Oak Park, Illinois 60302
jbishop@oprfs.org
708-434-3210

Complaint Managers:

Mr. Kermit Blakley
201 N. Scoville
Oak Park, Illinois 60302
kblakley@oprfs.org
708-434-3725

Mr. Darryl Hobson
201 N. Scoville
Oak Park, Illinois 60302
dhobson@oprfs.org
708-434-3731

Mr. Benjamin Marcial
201 N. Scoville
Oak Park, Illinois 60302
bmarcial@oprfs.org
708-434-3714

Ms. Marquita Thompson
201 N. Scoville
Oak Park, Illinois 60302
mthompson@oprfs.org
708-434-3724

Ms. Alisa Walton-Scott
201 N. Scoville
Oak Park, Illinois 60302

708-434-3727

Anonymous Reporting call: 708-434-3214

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is **prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary

action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either:
(a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and policy [2:240](#), *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;

2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or

3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. District staff will be expected to: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

Board of Education Policy 7:20 –Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and

otherwise prohibited by State and federal law. See policies [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, [2:260](#), *Uniform Grievance Procedure*, and [7:180](#), *Prevention of and Response to Bullying, Intimidation and Harassment*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator or a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Upon receipt of a report, the Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Ms. Janel Bishop
201 N. Scoville
Oak Park, Illinois 60302
jbishop@oprfs.org
708-434-3210

Complaint Managers:

Mr. Kermit Blakley
201 N. Scoville
Oak Park, Illinois 60302
kblakley@oprfs.org
708-434-3725

Mr. Darryl Hobson
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Mr. Benjamin Marcial
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Ms. Marquita Thompson
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mthompson@oprfs.org
708-434-3724

Ms. Alisa Walton-Scott
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Oak Park, Illinois 60302
708-434-3727

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Nondiscrimination Coordinator or designee shall consider whether action under policy [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged student harassment that does not require action under policy [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies [2:260](#), *Uniform Grievance Procedure*, [7:180](#), *Prevention of and Response to Bullying, Intimidation and Harassment*, [7:190](#), *Student Behavior*, or any other relevant Board policy should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy [5:90](#), *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, policy [2:260](#), *Uniform Grievance Procedure* or other applicable Board policy or procedure.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the student behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies [2:260](#), *Uniform Grievance Procedure*, [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, and [7:180](#) *Prevention of and Response to Bullying, Intimidation, and Harassment*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Board of Education Policy 2:260 – Uniform Grievance

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, school business days means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a District Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Nondiscrimination Coordinator will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall issue a written decision, which will be sent to the accused and the

Complaint Manager. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Nondiscrimination Coordinator. The Nondiscrimination Coordinator shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days of receipt of the written appeal, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. The Board may extend this timeframe as the Board deems appropriate. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall issue a written decision, which shall be sent via registered mail, return receipt requested, and/or personal delivery to the Complainant, the accused, and the Complaint Manager. The Board may extend this timeframe as the Board deems appropriate.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint two Complaint Managers or more of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

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Parents Right-to-Know

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, District 200 is notifying every parent that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If at any time your child has been taught for four or more consecutive weeks by a teacher not highly qualified, the school will notify you. If you have questions, please feel free to contact Dr. Laurie Fiorenza, Assistant Superintendent for Student Learning at 708-434-3688 or at lfioRENZA@oprfs.org

Behavior Education Plan 2024-2025



**Oak Park and
River Forest
High School**

Overview

The Behavior Education Plan is driven by the word “education” and at its core is a teaching and learning plan designed to support every student in their social, emotional, and academic development. We know behavior education is complex work that happens in classrooms and cafeterias, on buses and playing fields, and even offices and auditoriums. Whether you are a student, family member, community member, or staff member, we all have a responsibility to embody our beliefs, our expectations, and our commitments.

We Believe....

- In authentic relationships and a supportive community that fosters a sense of belonging
- In a thriving school environment where staff and students are physically and emotionally safe
- In the importance of student and staff voice in decision-making
- Families and school staff must be collaborative partners in supporting every student

We Expect...

- Students, staff, and families to demonstrate respect to one another and hold high expectations for behavior
- Students, staff, and families to build and sustain ongoing positive and authentic relationships
- Students, staff, and families to contribute to a safe learning environment

We Will...

- Utilize innovative strategies and supports to create a positive school community where students, staff and families feel safe
- Provide school staff with the necessary resources, professional development and technical assistance to implement the Behavior Education Plan

Guiding Principles

When we decided to take this approach as a District, we developed the following key Guiding Principles that will drive this work.

We are grounded in a strong focus on **engagement and learning**

Whenever possible, we **avoid exclusionary practices**

We believe in **teaching and intervention** over consequences and punishment

We support **progressive discipline**, not “zero tolerance”

We believe that **strong school-family partnerships** are important

We will use **disaggregated data to identify disparities**, monitor progress, and drive decisions

We believe that **every child, when provided with appropriate support, can learn and succeed**

We **support proactive problem-solving** on behalf of students

Rights & Responsibilities

level of commitment from students, parents/guardians, teachers/staff, administrators, and members of the Board of Education. These stakeholder groups have the following rights and responsibilities that are designed to reflect both the mutual respect and accountability required of all people involved in supporting student behavior.

Student Rights & Responsibilities

ALL STUDENTS HAVE THE RIGHT TO:

- Be treated with courtesy, respect and dignity
- Attend school and be valued members of the school community
- Learn in a safe environment that is free of bullying, harassment and discrimination
- Receive instruction to learn school behavior expectations and social and emotional skills
- Access appropriate supports and services to succeed in school, including when experiencing behavioral incidents in the classroom or school environment or when subjected to being the target of peer misconduct
- Receive a written copy and clear explanation of the Behavior Education Plan
- Consistent implementation of the Behavior Education Plan and District policies
- Tell their side of the story and/or report unfair treatment to a person in authority
- Have a parent/guardian or advocate present at re-entry from out-of-school suspension conferences
- Show respect and courtesy to all students, staff and school visitors. This includes respecting individual differences, cultural diversity, and the property of others
- Attend school daily, be prepared for class, engage in classroom activities and complete all assignments
- Contribute to a safe learning environment by managing their own behavior and reporting harmful or dangerous situations to an adult
- Understand and follow all school rules and instructions given by school staff.
- Bring only those materials to school that are allowed
- Inform parents/guardians of school-related issues and give them any materials sent home by the school or district

Parent/Guardian Rights & Responsibilities

ALL PARENTS AND GUARDIANS HAVE THE RIGHT TO:

- Be treated with courtesy, respect and dignity
- Feel welcomed, valued, and connected to school staff and the school community
- Access opportunities to learn school behavior expectations
- Receive a written copy and clear explanation of the Behavior Education Plan
- Work in partnership with school staff to support their child's learning and healthy development at home and at school
- Engage in regular, two-way, meaningful communication with school staff regarding their child's academic and behavioral progress. This includes the right to be promptly notified when their child is removed from the instructional environment due to their behavior
- Actively participate in problem-solving with school staff related to their child's behavior
- Advocate for their child and report any unfair treatment to a person in authority
- Show respect and courtesy to all students, staff and school visitors
- Review the content of the Behavior Education Plan with their child
- Understand the school's behavior expectations
- Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and support the child to make changes in his/her behavior as needed
- Inform school officials about concerns in a timely and respectful manner
- Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. This includes helping the child express anger without verbal attacks or physical violence

Teacher/Staff Rights & Responsibilities

ALL TEACHERS AND STAFF HAVE THE RIGHT TO:

- Be treated with courtesy, respect and dignity
- Work in a safe environment that maximizes staff performance and student learning
- Access opportunities for professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging, vibrant and culturally relevant
- Access support for addressing student behavior when such conduct cannot be Handled within the classroom environment (Response Level 2 and above)

ALL TEACHERS AND STAFF HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff and school visitors
- Foster on-going, positive relationships with all students and families by working in true partnership to problem-solve around student needs and behavior
- Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments
- Explicitly teach, acknowledge and reinforce behavior expectations
- Intervene promptly when inappropriate behavior occurs. This includes providing corrective feedback, re-teaching behavioral expectations, following Individual Education Plans and Behavior Intervention Plans of students, and adhering to procedures for student removals from the learning environment when needed
- Work with students and their parents/guardians to develop, implement, and monitor behavior interventions that support students in changing their behavior, using a progressive system of support
- Apply the Behavior Education Plan in a consistent manner and accurately record inappropriate student behavior following the established protocol
- Follow up promptly on reports of bullying as required by Board of Education Policy 7:180
- Refer student reports of serious concerns to the appropriate support personnel

School Administrator Rights & Responsibilities

ALL SCHOOL ADMINISTRATORS HAVE THE RIGHT TO:

- Be treated with courtesy, respect and dignity
- Work in a safe environment that maximizes staff performance and student learning
- Access support from district level administration to create and maintain a thriving school environment that is respectful, engaging, vibrant and culturally relevant

ALL SCHOOL ADMINISTRATORS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff and school visitors
- Foster on-going, positive relationships with all students and families by working in true partnership to problem solve around student needs and behavior
- Create a safe and caring school climate that maximizes learning
- Create, monitor and assess a school-wide management system
- Welcome parents/guardians as valued partners in their child's learning. This includes creating meetings by accommodating schedules and meeting language needs
- Review the Behavior Education Plan with students, staff and parents at the beginning of the school year and revisit it as necessary throughout the year
- Guide the Student Learning, Student Support Services and Special Education Teams in using and reviewing school-wide behavior data and evaluating the effectiveness of behavioral interventions. This includes monitoring data to identify and address disparities
- Ensure that all school staff meet the expectations outlined in the section entitled "Teacher/Staff Responsibilities"
- Apply the Behavior Education Plan in a consistent manner and accurately record inappropriate student behavior and interventions and disciplinary responses following the established protocol
- Notify parents immediately if a student's infraction results in an out-of-school suspension
- Notify parents within 24 hours of inappropriate behavior and response, if there is not an out-of-school suspension (Response Levels 2-4)
- Follow up promptly on reports of bullying as required by Board of Education Policy 7:180

District Office Rights & Responsibilities

ALL DISTRICT OFFICE STAFF HAVE THE RIGHT TO:

- Be treated with courtesy, respect and dignity
- Work in a safe environment that maximizes staff performance

ALL DISTRICT OFFICE STAFF HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff and school/district visitors
- Provide schools with the necessary resources, professional development and technical assistance to implement the Behavior Education Plan
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior and developing appropriate student discipline practices are critical district priorities
- Ensure that appropriate data collection, monitoring and evaluation systems are available and utilized at the school and district levels. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness
- Engage in on-going monitoring of the implementation of the Behavior Education Plan and intervene as needed to ensure that it is enforced in a consistent manner
- Review student expulsion recommendations and determine whether or not such recommendations should move forward to the Board of Education
- Provide the Board of Education with timely and accurate information on the implementation of the Behavior Education Plan, as well as staff, student, parent and community feedback on the Behavior Education Plan

Board of Education Rights & Responsibilities

ALL BOARD OF EDUCATION MEMBERS HAVE THE RIGHT TO:

- Be treated with courtesy, respect and dignity
- Receive timely and accurate information on the implementation of the Behavior Education Plan, as well as staff, student, parent and community feedback on the Behavior Education Plan

ALL BOARD OF EDUCATION MEMBERS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, parents and administrators
- Use qualitative and quantitative data to create and evaluate policies that promote thriving school environments that are respectful, engaging, vibrant and culturally relevant
- Ensure that district administrators utilize appropriate data collection, monitoring and evaluation systems
- Annually review and consider changes, as appropriate, to the Behavior Education Plan
- Approve, modify or deny recommendations for student expulsions

Restorative Practices

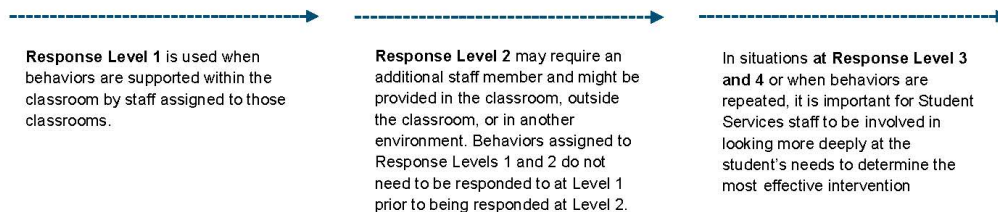
Below you will find the restorative practices that staff have and will continue to be trained in that will be woven into our daily work with students and families and are an integral part of the execution of this plan.

	RESTORATIVE JUSTICE PRACTICE	WHAT IS IT?	PRACTICE MOST EFFECTIVE WHEN...
RESPONSIVE INTERVENTIONS	RESTORATIVE CONVERSATION	Conversation to recognize harm & impact one has caused on self and others, repair the harm, and create action steps to prevent further harm from happening/not make the same harmful choices moving forward; a precursor to having a Peace Circle	<ul style="list-style-type: none"> Students voluntarily participate Students are given time to talk about the conflict, reflect on role in conflict, reflect on impact on self, others and school community Students prepare for a Peace Circle if-needed or plan to communicate their reflections on role, impact, harm, and action steps to stakeholders as-needed Students discuss self-regulation methods while waiting to engage in a Peace Circle process
	PEACE CIRCLE	Circle to resolve a conflict between multiple students; requires having Restorative Conversations with each participant prior to Peace Circle	<ul style="list-style-type: none"> Students are de-escalated Students voluntarily participate Students are given time to talk together about the conflict, reflect on roles in conflict, reflect on impacts on self, others and school community, determine ways to repair harm, determine next steps for preventing further harm from happening
	STAFF/STUDENT MEDIATION	Conversation to resolve a conflict between staff and a student; requires having Restorative Conversations with each participant prior to mediation	<ul style="list-style-type: none"> Students and staff voluntarily participate Students and staff meet with Peace Room staff prior to mediation to pre-conference Students and staff hear each others' perspectives, acknowledge roles in harm/conflict, and create agreements together about future harm prevention and resolution
	RE-ENTRY INTERVENTIONS	Conversations and/or circles done with students returning from suspension to support successful return to school, assess need for potential conflict resolution interventions/additional supports, and encourage relational repair	<ul style="list-style-type: none"> School community is ready to welcome student back with positive regard and clear commitment to support moving forward A re-entry action plan is created so that the same harm/conflict does not reoccur
PROACTIVE INTERVENTIONS	COMMUNITY BUILDING CIRCLE	Circles done with and in classrooms to build community (PROACTIVE) or address a class-wide challenge (RESPONSIVE)	<ul style="list-style-type: none"> Teacher/staff requesting circle meets with Peace Room staff ahead of time to discuss circle goals and set expectations for circle facilitation Peace Room staff meets with key students prior to circle if-needed to set behavior expectations When addressing challenges or setting norms, multiple circles may be necessary Teachers/Staff implement take-aways from outcomes from circle in classroom
	HEALING INTERVENTIONS	Conversations or circles for students who are grieving or needing to heal	<ul style="list-style-type: none"> On a crisis/one-time basis; not a clinical or on-going approach to grief/trauma Can be done in conjunction with counselors/mental health professionals
	TALKING CIRCLE	Circle between a group of students to discuss a specific topic	<ul style="list-style-type: none"> Hosted during non-academic time (before/after school, lunch periods) The circle topic relates to student interests, current events, school culture, etc. Used as a way to orient students to circle structure while engaging in conversation relevant to student interests and needs
	CELEBRATION CIRCLE	Circle between a student/group of students, staff, and family members (optional) to celebrate successes in academics or behavior	<ul style="list-style-type: none"> Specific growths or successes have taken place Purely celebratory and positive

Overview of the Progression of Discipline

We recognize that even in the most supportive environment, we know student will make mistakes. The Behavior Education Plan is intended to help turn mistakes into authentic learning experiences and to pair appropriate consequences with additional support. The Behavior Response Grid provides staff and administrators with guidance in making decisions about how to respond to student behavior. The Behavior Education Plan identifies 5 levels of possible responses to student behavior. Each behavior is assigned to one or more of these Response Levels. Staff and administrators may use only the Response Levels identified for each behavior. Further, an intervention must be put in place before progressing to the next Response Level for a repeat of the same behavior.

Level 1	Classroom managed Is not a referral that appears in Skyward Classroom intervention before progressing to Level 2
Level 2	Administrative facilitated restorative response, May result in removal from class May result in an In-School Reflection (ISR) for up to 1 day
Level 3	Administrative facilitated restorative response, May result in 1-3 days of In-School Reflection (ISR)
Level 4	Administrative facilitated restorative response, May result in 1-3 days of Out of School Suspension (OSS)
Level 5	Intensive Administrative Intervention, May result in 4 or more days of Out of School Suspension (OSS) and/or recommendation for expulsion



Behavior Response Grid

Example

If a student is being disruptive and the teacher successfully supports the student in the classroom to change their behavior, the behavior is responded to at Level 1. If a student is being disruptive and the behavior requires additional support from Support Staff, the behavior is responded to at Level 2. For behaviors that are assigned response Levels 2 and 3, the behavior must first be responded to at Level 2 prior to that behavior being responded to at Level 3.

The following three pages include the full Behavior Response Grid, providing the specific language and Response Levels for each behavior.

RESPONSE LEVEL 1 Classroom Managed	RESPONSE LEVEL 2 Administrative facilitated restorative response, may result in up to 1 day of In-School Reflection	RESPONSE LEVEL 3 Administrative facilitated restorative response, may result in 1 to 3 days of In-School Reflection	RESPONSE LEVEL 4 Administrative facilitated restorative response, may result in 1 to 3 days of Out of School Suspension	RESPONSE LEVEL 5 Intensive Administrative Intervention may result in 4 or more days of Out of School Suspension and/or Recommendation For Expulsion
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Alcohol, Drugs, Tobacco	Level 1	Level 2	Level 3	Level 4	Level 5
Possession and/or being under the influence of...					
...any tobacco product, vaping device, or any other nicotine inhaler (for example: a JUUL device, an electronic cigarette, etc.).		•	•		
...any beverage containing alcohol.		•	•	•	
...marijuana and/or possession of any drug paraphernalia. (Only includes possession of less than or equal to one (1) gram.)		•	•	•	
...marijuana. Only includes possession of more than or equal to one (1) gram.				•	•
...any drug other than marijuana.				•	•
...any drug other than marijuana in excess of 3 grams					•
Purchasing vapes, marijuana and/or any drugs other than marijuana.			•	•	•
Distributing...					
...a beverage containing alcohol or over-the-counter cough and cold medicine, including "Triple C," and medications containing dextromethorphan (DXM).			•	•	•
...a drug or drugs including marijuana, to another student.				•	•
Bullying	Level 1	Level 2	Level 3	Level 4	Level 5
Bullying/Cyber-bullying (See Board Policy 7:180 and Glossary of Terms)			•	•	
Disruptive and Uncooperative Behaviors	Level 1	Level 2	Level 3	Level 4	Level 5
Behavior that disrupts instruction and the learning of other students in the classroom. See the Glossary of Terms for a definition of "disruption."	•	•	•		
Failure to respond to redirection	•	•	•		
Failure to serve detention		•	•		
Violation of the Academic Honesty Policy (cheating)	•				
Taunting, baiting, inciting and/or encouraging a classroom disruption or other areas of the school	•	•			

Leaving class without permission.	•	•			
Leaving the school building without permission.		•			
Being truant in or out of the building, in the hallway or an unauthorized area without permission, and/or not returning to class when directed by school staff.	•	•			
Any serious misconduct not otherwise addressed within the Behavior Education Plan that directly or indirectly jeopardizes the health, safety or property of a school, the school district, school personnel, other students, one's self, or other individuals who are present or acting within the school's jurisdiction.			•	•	•
Failure to respect materials, property of others	Level 1	Level 2	Level 3	Level 4	Level 5
Failure to respect materials, property, and stealing from others		•	•		
Firearms/Weapons (See Board Policy 7:190)	Level 1	Level 2	Level 3	Level 4	Level 5
Possession of...					
...a look-alike (e.g., handgun, rifle, shotgun, starter pistol, etc.) is not used to threaten, intimidate, harm, or cause a disruption.				•	•
...a look-alike is used to threaten, intimidate, or harm another person or to cause a disruption.					•
...a weapon, other than a firearm or other gun, or look-alike gun				•	•
...and actual, attempted, or threatened use of a weapon, other than a firearm or other gun, toward another person or to cause a disruption.					•
...a firearm, as defined by of the federal and state law (e.g., handgun, rifle, shotgun, starter pistol, etc. See board policy above. See also, possession of bomb or other explosive device.					•
Fires/Explosives/Flammables	Level 1	Level 2	Level 3	Level 4	Level 5
Setting a fire, or attempting to set a fire.				•	•
False alarms - Activating the school's fire and/or other alarm systems, reporting a fire when no fire exists, or making a false alarm call to 911.			•	•	•
Possession of fireworks, a smoke bomb, munitions, pepper spray/gas, MACE, tear gas, stink bomb, or any inherently dangerous substance/object, or any illegal device, illegal product, or illegal material that is not specifically covered elsewhere within the Behavior Education Plan.			•	•	•
Possession of a bomb or other explosive device not covered elsewhere in the Behavior Education Plan.					•
Attempting to or actually using a firework, smoke bomb, pepper spray/gas, MACE, tear gas, or stink bomb.			•	•	•
Making a bomb threat or threatening to set off an explosive device without actual possession of the bomb or explosive device.				•	•
Forgery	Level 1	Level 2	Level 3	Level 4	Level 5
Writing the name of another person to be represented as a writing or original signature of that person or altering any written record or document (such as dates, times, passes, and permits) without permission.	•	•	•		
Gambling	Level 1	Level 2	Level 3	Level 4	Level 5
Playing any game of chance or skill for money or any item of value.	•	•			
Gang Activity	Level 1	Level 2	Level 3	Level 4	Level 5
Possessing or wearing articles of clothing (hats worn at an angle, pant legs worn at different lengths, etc.), jewelry, and/or possessing or displaying other materials or wearing objects that depict gang symbols or indicate gang involvement		•	•		
Drawing, displaying, or promoting gang and/or look-alike graffiti/symbols		•	•	•	
Engaging in any activity or conduct that may indicate gang involvement			•	•	•
Hazing/Initiation Rites	Level 1	Level 2	Level 3	Level 4	Level 5
Any intentional or reckless act directed against a student that endangers the mental or physical health or safety of a student; or coercing, compelling, or instructing a student to perform any act that endangers his or her mental or physical health or safety for the purpose of or as a condition of being initiated into, holding office in or maintaining membership in any formal or informal student organization/group or in any fraternity, sorority, gang, or other prohibited secret society as defined in the School Code of Illinois (ILCS 5/31, Board Policy 5:90)			•	•	

Inappropriate clothing	Level 1	Level 2	Level 3	Level 4	Level 5
Violation of the OPRF Dress Code	•	•			
Inappropriate language and/or expression	Level 1	Level 2	Level 3	Level 4	Level 5
Verbal, written, and non-verbal threats, or written or verbal put downs toward another person where there is not reasonable concern for the risk of bodily harm.	•	•			
Swearing, cursing, or making obscene gestures.	•	•			
Use of racial slurs, or protected class references directed toward another person or group. Board Policy 7:12			•	•	
Threats, including the use of social media to threaten someone or to cause a disruption.		•	•	•	
Serious threats, including the use of social media to threaten bodily harm or suggest immediate risk that directly or indirectly jeopardizes the health, safety, or property of the school, school personnel, or other students.			•	•	•
Inappropriate physical contact (non-sexual)	Level 1	Level 2	Level 3	Level 4	Level 5
Play fighting or any other aggressive physical contact (for example: hitting, slapping, pushing, grabbing, tripping, shoving, spitting, etc.) by one student directed at another student that does not rise to the level of fighting.	•	•	•		
Excessive physical aggression (Fighting or a physical attack against a student; two or more persons committing violence or inflicting injury to another person.). Note: Self-defense is described as an action taken to restrain or block an attack by another student or to shield oneself from being hit by another person. Responsive action, such as hitting a person back, is not self-defense and may be considered excessive physical aggression.		•	•	•	•
Physical attack against a student			•	•	•
Two or more persons committing violence or inflicting injury to another person				•	•
Use of physical force, including the use of an object, directly against or affecting a staff member of OPRFHS or any adult who is legitimately exercising authority at the school or during any school activity.			•	•	•
Inappropriate touching, exposure, and/or sexual contact (Board Policy 7:20)	Level 1	Level 2	Level 3	Level 4	Level 5
Non-consensual touching of a person's buttocks, breasts, and/or genitals/private areas.			•	•	
Non-Consensual Sexual Activity.				•	•
Consensual Sexual Activity - engaging in sexual intercourse, including oral sex and/or penetration.		•	•		
Physically displaying one's buttocks, breasts, or genitals.		•	•	•	
Removing or adjusting the clothing of another person (including, for example, pulling down another student's pants) in a manner that causes, or was an attempt to cause, the exposure of the other person's undergarments and/or buttocks, breasts, or genitals.			•	•	
Inappropriate use of technology (Board Policy 6:235)	Level 1	Level 2	Level 3	Level 4	Level 5
Inappropriate use of district-provided devices and/or accounts.		•	•		
Accessing a district provided device issued to another person to administer threats and/or search for harmful materials.			•	•	
Recordings/images of another person	Level 1	Level 2	Level 3	Level 4	Level 5
Making, transmitting, or distributing any images or recordings, audio or video, in the classroom without teacher permission.	•	•	•		
Making, transmitting, or distributing any recording that has not been approved or authorized by the school or, the voice or image of any other student, staff member or other person without the consent of the person(s) so recorded.		•	•		
Sexual, explicit, obscene, or lewd materials	Level 1	Level 2	Level 3	Level 4	Level 5
Possessing, distributing or observing pornographic material.			•	•	
Possessing, making, transmitting, or disclosing any image of any student, minor, staff member, parent, school volunteer, or other adult with supervisory authority in a nude or partially nude state, regardless of consent.		•	•	•	•

Use of unauthorized items	Level 1	Level 2	Level 3	Level 4	Level 5
The presence of a cell phone on a student's person, in their backpack or otherwise in their physical possession is expressly prohibited during instructional time.	•				
The use of "Smart Watches", Air Pods or other listening devices, or any other non-educationally required device, electronic or otherwise, that detracts from and disrupts the learning environment for any student(s) during instructional time is expressly prohibited and may be subject to confiscation at the teacher's discretion (includes laser pointer, gaming device, etc.).	•	•			

Overview of Suspension, Expulsion and Other Procedures

Detentions

Response Level 2 conduct may result in a consequence to be served outside the normal school day. A detention or Saturday detention may be issued. Detentions are scheduled in sessions that are hour increments – one, two, or three hours. However, the actual length of the detention is slightly shorter than an hour per session. Detention hours are from 7:10-7:50 a.m., during all lunch periods, and 3:10 to 5:50 p.m. Monday through Friday. Students who fail to serve detentions will receive Loss of Privileges and may be ineligible to participate in or attend extra-curricular or other after-school activities. Any junior or senior student who fails to serve detentions may also lose their off-campus lunch privilege.

Saturday Detentions

Saturday detention begins promptly at 8 a.m. and ends at 11 a.m. Students assigned to Saturday detention must bring appropriate work and/or reading material. Students who do not come prepared, arrive late, sleep, talk, or otherwise disrupt detention will be sent home and/or assigned additional consequences. Failure to report to detention may result in additional disciplinary consequences. Students must bring a photo ID to be admitted. Students will be required to obtain their own transportation to Saturday detention.

Loss of Privileges

Failure to serve outstanding detentions and certain conduct that falls within Response Level 4 or 5 may result in a Loss of Privileges for a length of time to be determined by the administration. Students with a Loss of Privileges are not allowed to attend any athletic or extra-curricular activities at OPRF or away from OPRF when our school is a participant. Students serving an In-School Reflection or Out-of-School Suspension automatically receive a Loss of Privileges throughout the duration of their reflection/suspension.

In-School Reflection (ISR)

In-School Reflection Center is a disciplinary response in which a student is removed from the classroom environment and assigned to work in a different location within the school building. This space is designed to give students a chance to reflect on decisions that the student made that caused a disciplinary assignment to be issued but also help them in improving their decision-making process in the future. Supports will also be given in the areas of academics, social/emotional, and restorative practices.

What are the key components of ISR?

- **School work/Academic support:** School work will be provided from teachers.
- **Repair/reflection:** the student reflects on the incident that occurred and collaboratively develops a plan with adults to repair harm, restore relationships, and/or support social and emotional growth of oneself and the school community
- **Behavior support:** if the student needs behavior support, that is also provided
- **Social/Emotional Support:** will be provided by Social Work staff, including the creation of a Behavior Support Plan

Out of School suspension (OSS)

During an Out of School Suspension (OSS) the student is not allowed to attend regular classes or other extracurricular activities associated with the school. Prior to any OSS, students must have the opportunity to share their version of the incident. If a student is suspended, parents/guardians must be notified promptly of the suspension, by phone if possible. They will also be given written notice of the suspension. The OSS process includes a right to appeal the suspension (Board Policy 7:200).

Re-entry Meeting

Following any Out of School Suspension, a Re-entry Meeting will be scheduled; parents and students will be invited to participate and school staff will facilitate the conference. The purpose of the Re-entry Meeting is to provide an opportunity for the student to reconnect with the school community in a positive way and to address any unresolved issues related to the suspension. The development of a Behavior Support Plan will be initiated at this meeting. The development of this plan will be one of the first interventions utilized to help the student successfully move forward having learned skills and strategies to use in the future that will hopefully prevent them from engaging in similar behaviors.

Expulsion

Response Level 5 conduct may result in a student being recommended for expulsion from school unless prohibited by the IDEA and/or state law. The District's legal authority for expelling a student and the steps to be followed are explained in Board Policy 7:210. All recommendations for expulsion will be reviewed by the Administrative Student Discipline Review Committee. This district-level

administrative committee will determine whether or not to approve moving forward with the expulsion process.

In circumstances where a student's conduct falls into Response Level 3 or 4 AND causes a serious physical injury (defined in Glossary of Terms) to another person, a recommendation for expulsion may be initiated.

Surrender for Safety

Surrender for safety acknowledges that students make mistakes and may unintentionally bring inappropriate items to school. Students are expected to learn from these mistakes. If a student voluntarily surrenders possession of a weapon or other inappropriate item to a school or alternative program staff member before being asked about the item or being discovered to be in possession, they will not be subject to the disciplinary consequences set forth above.

Extra-Curricular Code of Conduct

Because participation in OPRF extra-curricular and athletic programs is a privilege and not a right, the Extra-Curricular Code of Conduct provides additional expectations, consequences, and interventions in place for student participants.

Student Searches

In accordance with state and federal law (105 ILCS 75, 5/10-20.14, 5/10-22.6, 5/10-22.10a.), students and their personal belongings are subjected to search whenever school authorities have a reasonable suspicion that the search will produce evidence that the student has violated a school rule or the law.

Other property and areas are subject to search in accordance with the Illinois School Code (10-22.6): "To maintain order and security in the schools, school authorities may inspect and search places and areas such as lockers, desks, parking lots, and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by students, without notice to or the consent of the student, and without a search warrant. As a matter of public policy, the General Assembly finds that students have no reasonable expectation of privacy in these places and areas or in their personal effects left in these places and areas. School authorities may request the assistance of law enforcement officials for the purpose of conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the school for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search conducted in accordance with this Section produces evidence that the student has violated or is violating either the law, local ordinance, or the school's policies or rules, such evidence may be seized by school authorities, and disciplinary action may be taken. School authorities may also turn over such evidence to law enforcement authorities." (Board Policy 7:140)

Use of Breathalyzers and Non-Invasive Drug Tests

The use of non-invasive drug tests (for marijuana) and breathalyzers (alcohol) is considered a search under the U.S. Constitution. Therefore, if school personnel reasonably suspect that a student is under the influence at school or at a school-sponsored function, they may employ the use of such tests to determine whether or not a student has used marijuana or alcohol. The use of such tests is in accordance with the Illinois School Code reference above.

Loss of Personal Property

School is not the place for valuable items like expensive jewelry and electronic devices. These items become easy targets for theft when students fail to lock their hallway or PE locker or when they leave them unattended around the school. Students who choose to bring these items to school do so at their own risk. OPRF is not responsible for these items and will not pursue the recovery of such items.

Gangs, Secret Societies, Fraternities or Sororities

Any form of organized group activity not approved by the school, or which is disruptive to the school environment in any way, will not be allowed.

Rights, Due Process and Jurisdiction

Collaboration is Key

Typically, staff, students, and families should have collaborative discussions when disciplinary responses are used for behaviors. Any time there is a behavior that requires a response under the Behavior Education Plan, the school, student, and parent/guardian should work together to create a Behavior Support Plan that will specifically target the behaviors in question and facilitate the development of tools the student can use to respond to situations differently in the future. This collaboration should result in an authentic learning experience that will promote student growth.

Due Process

Due process protects the rights of individuals. It includes a clear explanation of the behavior that occurred, an explanation of why it violates the Behavior Education Plan, and a chance for the student to be heard. Some violations of the Behavior Education Plan can lead to a referral for a disciplinary hearing. Policy 7:200 and 7:210 are designed to ensure that a student's due process rights are not violated, that rights of students with special needs are respected, and that a safe and orderly environment is maintained. Parents will be advised of their right to request a formal hearing if the allegations against their student could lead to the student's suspension or expulsion.

Scope of the Plan and Jurisdiction

The Behavior Education Plan applies to all educational programs and placements utilized by the district. Consequences may be imposed for behaviors that occur while the student is at school, during school hours and immediately before and after school; participating in any school-sponsored or supervised activity, including athletic events and field trips; under the direct supervision of a District employee or volunteer; or while using District-provided transportation (e.g. yellow buses). Consequences may apply to behavior that occur outside the school day and off school property only if that conduct endangers the property, health or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member of the District. This may include behaviors that involve social media that endanger the health and safety of those in the school.

Glossary of Terms

Aggressive Physical Contact: Any act having the potential to cause injury to another person but does not rise to the level of fighting. Examples include play fighting, hitting, slapping, pushing, grabbing, tripping, shoving, spitting, etc.

Bomb Threat: Written, verbal or physical threats falsely suggesting the presence of a bomb in the building.

Bullying: See Board Policy 7:180. *Bullying* includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student or students in reasonable fear of harm to the student's or students' person or property;
- Causing a substantially detrimental effect on the student's or students' physical or mental health;
- Substantially interfering with the student's or students' academic performance; or
- Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Child Pornography: In Illinois, a person commits the offense of child pornography by videotaping or photographing anyone he or she should know is under the age of 18 and who is engaged in any sexual act or in any pose involving lewd exhibition of unclothed or transparently clothed genitals, pubic area, buttocks, or female breast. There is no exception for taking pictures of oneself.

Consent: Consent is a clear and unambiguous agreement, through mutually understandable words or actions, to engage in a particular activity. Consent occurs when someone agrees, gives permission or says "yes" to sexual activity with another person(s). Consent is always freely given and may not be valid if a person is being subjected to actions or behaviors that elicit emotional, psychological, physical or reputational pressure or threats. Consent is also not valid if it is given

under pressure, force, threat, coercion, or without the full and informed consent of all persons involved. Consent may not be given if the person is 1) a minor under certain circumstances that may result in a violation of State or federal law, 2) mentally disabled, 3) mentally incapacitated, 4) physically helpless, 5) under the influence of alcohol or drugs to the point of being unable to make rational decisions, or 6) unconscious or asleep. Consent can be withdrawn at any time. Consent of one sexual activity or past sexual activity does not imply consent to other sexual activities. Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person.

Disruptive Behavior: Behavior that intentionally interferes with instruction in a manner that inhibits other students from accessing instruction, including refusal to comply with the specific directions of a person in authority.

Distribution: Sharing, selling (for money or other consideration), or giving away drugs or alcohol. In instances of sharing (where no money or other consideration is exchanged), only the student who brought the drugs or alcohol to school or a school-sponsored event shall be cited for distribution.

Drugs: All illegal drugs, controlled substances, narcotics, and prescription medications. The definition does not include prescription medications that are possessed 1) while under the care of a licensed healthcare provider who prescribed the drug to the student AND 2) in conformance with District policies regarding the administration of medication at school.

Drug Paraphernalia: Any object and/or material intended to assist in the use of drugs.

Due Process: The procedure that protects the rights of individuals. It includes a clear explanation of the behavior that occurred, an explanation of why it violates the Behavior Education Plan, and a chance for the student to be heard. Policy 7:200 and 7:210 are designed to ensure that a student's due process rights are not violated, that rights of students with special needs are respected, and that a safe and orderly environment is maintained. Parents will be advised of their right to request a formal hearing if the allegations against their student could lead to the student's suspension or expulsion.

Electronic Cigarette/E-Cigarette: Handheld electronic device that simulates the feeling of smoking. It works by heating a liquid to generate an aerosol, commonly called a "vapor" that the user inhaled.

Expulsion: Removal from school by the Board of Education for a period longer than ten (10) school days and up to two school years.

Failure to Identify Self: Lack of current school ID, refusal to present an ID upon request, failure to present one's own ID to identify self upon request, or failure to correctly identify self.

False Alarm: Activating the school's fire alarm or other alarm system for a reason other than the intended purpose of the alarm, reporting a fire when no fire exists, or making a false alarm call to 911.

Fighting: Repeated physical contact between two or more students that is harmful, injurious, or disruptive. Self-defense is an action taken to restrain or block an attack by another person or to shield oneself from being hit by another person. Response action, such as hitting a person back, is not self-defense and may be considered as fighting.

Forgery: Signing another person's name to any document; falsifying records; falsification of information.

Gambling: Illegal participation in games of chance for money and/or other items of value.

Gang Activity:

- Possessing or wearing articles of clothing (hats worn at an angle, pant legs worn at different lengths, etc.) jewelry, and/or possessing or displaying other materials or wearing objects that depict gang symbols or indicate gang involvement.
- Drawing, displaying, or promoting gang and/or look-alike graffiti/symbols.
- Flashing gang signs.
- Recruiting individuals.
- Gang membership.
- Engaging in any activity or conduct that may indicate gang involvement.

Hazing/Initiation Rites: Any intentional or reckless act directed against a student that endangers the mental or physical health or the safety of a student; or coercing, compelling, or instructing a student to perform any act that endangers his or her mental or physical health or safety; for the purpose of or as a condition of being initiated into, holding office in or maintaining membership in any formal or informal student organization/group or in any fraternity, sorority, gang, or other prohibited secret society as defined in the School Code of Illinois.

Illegal Organizations: Clubs, organizations, fraternities, sororities, and secret societies (including gangs) that are not approved by the Board of Education or School Code of Illinois (Violation of Article 31).

Inappropriate Attire: See OPRF Student Dress Code

Inappropriate use of Technology: Users may access technology for educational purposes only. Exercising this privilege requires that users accept responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their sources when appropriate. (See Access to Electronic Networks - Policy 6:235).

Loss of Privileges: Students may receive a Loss of Privileges for certain infractions of the Behavior Expectation Plan. Students with a Loss of Privileges are not allowed to attend athletic and extra-curricular activities at OPRF and or away from school where OPRF is a participant.

Non-educationally Required Device: Any device that has the potential to detract from and/or disrupt student learning, whether electronic or otherwise, including, but not limited to, laser pointers, cellular phones, personal digital assistants (PDAs), personal music/video/gaming devices (e.g., Nintendo DS, iPods, MP3 players), educationally required Device electronic tablets, cameras, and/or any other image/voice capturing device.

Possession of Stolen Property or Theft: No person may steal personal or public property, be in possession of stolen property, or be in possession of property the student is not authorized to have.

Restitution/Restoration: Appropriate financial reimbursement for damage to or loss of school or personal property. Restoration will include work or financial restitution necessary to restore or replace damaged property.

Serious Threat: Engaging in conduct that places a person in a reasonable apprehension of bodily harm including, but not limited to, non-verbal aggression/intimidation, verbal statements, or written statements.

Sexting: The practice of sending nude or semi-nude pictures by cell phone or other electronic media; it is a sexual text ('sext') message. A sexting minor, or a recipient of a sext message from a minor, may have committed one or more felonies under the Illinois Child Pornography Act (720 ILCS 5/11-20.1).

Sexual Harassment: Unwelcome sexual advances, request for sexual favors or other unwelcome verbal or physical conduct of a sexual nature. See Board Policy 7:20.

Sexual Misconduct: Engaging in sexual activity on school property and/or at school-sponsored functions. See Board Policy 7:20.

Smoking/ Tobacco Possession or Use: Possession or use of tobacco on school property in any form is prohibited by section 10-20.5b of The School Code of Illinois. School policy prohibits possession, control, distribution, transfer or use of tobacco or tobacco products during the school days, at all school-related activities and in related areas and at related events.

Trespassing – entering school grounds or a school building or space within a building without permission to do so or remaining on school grounds or in a school building or space within a building after being told to leave by District staff

Truancy: Absence from school, class, study hall or other assignments without permission.

Unauthorized Area: Presence in an area to which the student is not assigned, presence in an area without permission (including elevators), presence in an area that is not supervised by a staff member, or presence in the building during the time that the building is considered closed.

Vandalism: Destroying, mutilating and defacing objects or materials belonging to the school, school personnel or another person, littering any area of the building (including food fights) or littering in the school neighborhood. Restitution or restoration is required for any resulting damage.

Vaping: Inhaling and exhaling the vapor produced by an electronic cigarette or similar device.

Weapon: May include the following: chemical substances, guns, knives, look-alike weapons, any object that may be used as a weapon or any object altered to become a weapon. These items are not permitted on school property or at any school-sponsored event. Board Policy 7:190.

Appendix

The following are the Board Policies that are referenced in this Behavior Education Plan.

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability, shall: (1) immediately report or cause a report to be made to the Illinois Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252- 2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm, shall first call 911.

The report shall include, if known:

1. The name and address of the child, parent/guardian names, or other persons having custody;
2. The child's age;
3. The child's condition, including any evidence of previous injuries or disabilities; and
4. Any other information that the reporter believes may be helpful to DCFS for its investigation.

The employee shall also promptly notify the Superintendent or Principal that a report has been made. The Superintendent or Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's Cyber Tip line 1-800-THE-LOST (1- 800-843-5678) or online at report.cybertip.org/ or www.cybertipline.com. The Superintendent or Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and Erin's Law Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect. All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within one year of initial employment and at least every five years after that date.

appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

7:12 Racial Equity Policy

See earlier pages of Handbook for details.

7:20 Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or

wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment and Sexual Misconduct Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Is sufficiently serious, pervasive, and or persistent and denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status;
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Individuals shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature whether explicitly or implicitly and when such conduct has the purpose or effect of substantially interfering with an individual's performance or creating an intimidating, hostile, or offensive environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort.

A hostile educational environment is created when conduct by an individual is so severe, pervasive or persistent that it denies or limits an individual's ability to participate in or receive the benefits, services or opportunities of the District's educational programs. In determining whether a hostile environment has been created, the conduct in question will be considered from both a subjective and an objective perspective of a reasonable person in the alleged victim's position, considering all the circumstances.

Consent is a clear and unambiguous agreement, through mutually understandable words or actions, to engage in a particular activity. Consent occurs when someone agrees, gives permission or says "yes" to sexual activity with another person(s).

Consent is always freely given and may not be valid if a person is being subjected to actions or behaviors that elicit emotional, psychological, physical or reputational pressure or threats. Consent is also not valid if it is given under pressure, force, threat, coercion, or without the full and informed consent of all persons involved. Consent may not be given if the person is 1) a minor under certain circumstances that may result in a violation of State or federal law, 2) mentally disabled, 3) mentally incapacitated, 4) Physically helpless, 5) under the influence of alcohol or drugs to the point of being unable to make rational decisions, or 6) unconscious or asleep. Consent can be withdrawn at any time. Consent of one sexual activity or past sexual activity does not imply consent to other sexual activities. Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person.

Examples of sexual harassment include touching, crude jokes or pictures, sexting, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. Sexual harassment does not include

the: (a) expression of gender or sexual orientation or preference, or (b) consensual, non-disruptive display of affection during non-instructional time. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion, indecent exposure (including mooning), and child pornography.

The term "Sexting" is defined as the practice of sending nude or semi-nude pictures by cell phone or other electronic media, including sending or receiving a sexualized text ('sext') message from a minor. A minor who engages in sexting, or a recipient of a sext message, may be in violation of Illinois law and subject to criminal penalties. "Child pornography" has the meaning set forth in Illinois law and may be found at 720 ILCS 5/11-20.1.

Jurisdiction

This policy applies to students, faculty, staff, or third-parties, regardless of sexual orientation or gender-identity, whenever the misconduct occurs:

- A. On District property; or
- B. Off District property if:
 - 1. The conduct was in connection with a District or District-recognized program or activity; or
 - 2. The conduct may have the effect of creating a hostile environment for a member of the District community

Reporting Procedures

All members of the school community, including students, parents/guardians, school employees, and community members are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Principal, Assistant Principal, Dean of Students, a Student Intervention Director, counselors, social workers, a Complaint Manager, or any staff member with whom the student is comfortable speaking. A student may choose to report to a person of the student's same sex.

An allegation that a student was a victim of any prohibited conduct perpetrated by school personnel, including a school vendor or volunteer, shall be processed and reviewed according to policy 5:90, Abused and Neglected Child Reporting, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:
Roxana Sanders, Assistant Superintendent for Human Resources
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Investigation

The District will follow its Uniform Grievance Procedure investigation process as outlined in 2:260 and as further detail below in investigating student sexual harassment and sexual misconduct complaints pursuant to this policy. The Superintendent, Principal, or designee will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The designated investigator shall ensure both parties have an equal opportunity to present evidence and witnesses during an investigation. If the Complainant is a student under 18 years of age, the designated investigator will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The designated investigator will inform, at regular intervals, the person(s) filing a complaint under this procedure about the status of the investigation. Within 30 school business days of the date the complaint was filed, the designated investigator shall file a written report of his or her findings with the Superintendent. The designated investigator may request an extension of time. If a complaint of unlawful harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will decide in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Interim Measures

During the course of an investigation, the District will remain ever mindful of the victim's well-being and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Students shall not be retaliated against by other students, teachers, administrators, or other school staff for filing a sexual harassment complaint, reporting sexual harassment, or participating in a sexual harassment investigation. The District will also:

- Assist the victim in accessing available community and school supports, such as victim advocacy services, academic support, counseling services, disability, health, or mental health services, and legal advocacy agencies.
- Provide other security and support, which could include the District implementing a no-contact order, changing class schedules (including for the alleged perpetrator(s) pending the outcome of an investigation) or adjustments for assignments or tests; and

- Inform the victim of the right to report a crime to law enforcement simultaneously with filing a complaint pursuant to this policy – and provide the victim with assistance if the victim wishes to do so.

The District may not require a victim to participate in any Title IX investigation or in a disciplinary proceeding against a student. Because the District is under a continuing obligation to address the issue of sexual discrimination, harassment and misconduct, reports of such incidents (including non-identifying reports) will also prompt the District to consider broader remedial action – such as increased monitoring, supervision, or security at locations where the reported incident occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

Decision and Appeal

Within five school business days after receiving the designated investigator's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the designated investigator. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

This procedure shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this investigation/grievance procedure shall not prejudice any party.

Notice of Policy

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Supervisors, Building Principals, or administrators who receive a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. A supervisor or administrator who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

The District shall investigate alleged harassment of students when the Nondiscrimination Coordinator or a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

Alleged Incidents of Sexual Abuse

An alleged incident of sexual abuse is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*, in addition to any response required by this policy.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Responding to Sexual Harassment

In response to the investigation, the District will take any and all appropriate actions to remedy violations of this policy. Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Such actions taken against an employee or student who, after an investigation, is determined to have engaged in conduct prohibited by this policy, shall be instituted in order to prevent the recurrence of any sexual harassment or sexual violence and to remedy the effects of such action on the Complainant or others. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or up to and including suspension and expulsion, with regard to students.

7:140 Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, including school electronic devices, as well as of students and their personal effects, including personal electronic devices. "School authorities" includes school liaison police officers.

School Property and Equipment and Personal Effects Left There by Students

School authorities may inspect and search property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without individualized suspicion or notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. In addition, the Principal shall require each high school student, in return for the privilege of parking on school property, generally to consent in writing to school searches of his or her vehicle and personal effects therein without individualized suspicion or notice or specific consent of the student.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of property and equipment owned or controlled by the school for illegal drugs, weapons, or other illegal or dangerous substances or materials, including inspections conducted through the use of specially trained dogs and metal detectors.

Students and Personal Effects in Student Possession

School authorities may search a student, the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, cell phones, tablet and laptop computers, etc.), and the student's vehicle parked on school property where no general consent is on file, when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating the law or the District's policies or rules. The search must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students;
2. In the presence of a school administrator or adult witness; and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent or his/her designee.

Seizure of Property

If a search produces evidence that the student has violated or is violating the law or the District's policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item
 - (4) Applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non-school-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7.

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

The District uses the definition of *bullying* as provided in this policy. Staff of the District will be expected to reinforce the plan and the commitment that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students.

1. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
2. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Nondiscrimination Coordinator:

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Complaint Managers:

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Anonymous Reporting call: 708-434-3214

3. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions,

and restorative measures.

4. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

5. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
6. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
7. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
9. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
10. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;

- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

11. District staff will be expected to: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:

- a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
- b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, (d) it is used in the hallways, or (e) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truant.
16. Being involved with any public-school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.

10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a Billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Principal or designee shall immediately notify the local law enforcement agency, Ill. Dept. of State Police (ISP), and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Principal, Assistant Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program for certain infractions of the Code of Conduct. In school suspensions can be assigned for a

full school day or for a partial school day and shall not exceed 5 school days. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in school suspension, the Student Intervention Director will explain the charges and the student will be given an opportunity to respond to the charges.
2. The Principal or designee shall ensure that the students are supervised by licensed school personnel.
3. Students are given the opportunity and expected to complete classroom work during the in-school suspension for equivalent academic credit.
4. All students who are assigned a full day of in school suspension will receive additional interventions and supports if needed to change behavior.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or
 - b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.
 - iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

7:210 Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. List the student's prior suspension(s).
 - e. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from his or her learning

environment is in the best interest of the school.

- b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.