



OAK PARK and RIVER FOREST HIGH SCHOOL

2026-2027

Student Planner & Handbook

Property of: _____

Counselor: _____

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

That I have received the 2026-2027 Student Planner & Handbook and that
I acknowledge that I am responsible for its contents.



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 oprfs.org.

Dear OPRFHS Students,

I enthusiastically welcome you to Oak Park and River Forest High School for the 2025-2026 school year! We have all been eagerly awaiting the start of school this year, and we do so with Project 2 construction halfway completed. This construction 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. Our theme for this school year is ***Building On The Legacy***, to acknowledge this significant moment of change as we add this new structure. The legacy of our beloved high school is deep and far reaching and we all do the work to keep it moving forward. I am so very proud to be in 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 the positive Huskie Habits that are the hallmark of our school community; *Responsible, Respectful, Reliable*. 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 with honor. 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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(708) 383-0700
www.oprfhs.org**

Email Directory

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Mission, Vision and Value Statement

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 & Schools

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 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 - Thursday from 7:00 a.m. - 5:00 p.m. and

Friday from 7:00 a.m. – 4:30 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.

Student Support Services

Assistant Principal of Student Services

The AP of Student Services oversees and manages the counselors, social workers, the 504 Coordinator, and the Prevention and Wellness Coordinator, working alongside the Student Support Teams to provide interventions for students in need of supports academically, emotionally, or behaviorally.

Student Support Teams (SST)

Each OPRFHS student has an assigned Student Support Team (SST). The primary goal of the SST is to help students succeed academically, socially, emotionally, and behaviorally. Our SSTs want 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. Student Services consists of counselors, social workers, deans of students, school psychologists, the 504 Coordinator, the Assistant Principal of Student Services, and our Prevention and Wellness Coordinator. In addition, the MTSS Coordinator works closely with each SST weekly. Each team's counselors, social workers, psychologist, and dean are as follows:

SST I / **Ambrose, Cahill, Campbell, Calcuttawala, 2nd SW, Iliadhi, Blakely** / Room 2151

SST II / **Ojikutu, O’Keefe, Radziszewski, Makely, Lee, Elderkin, Marcial** / Room 2139
SST III / **Fuentes, Nixen, White, Ecker, Gronli, Perez, Watson** / Room 2131
SST IV / **Arbit (Sherman), Hanson, Herbst, Madock, Ovalle, Jiles, Thompson** / Room 3151
SST V / **Holland, Medina, Sponsler, Himes, Woytek, Sudnik, Hobson** / Room 2286

Counselors

Upon entering high school, each student is assigned to 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. Counselors also serve as 504 Plan Case Managers.

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. Social workers also serve as 504 Plan Coordinators.

Deans of Students

Upon entering 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 and chief executors of restorative actions for students and staff. 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 will work with any student involved in activities that result in an infraction of school procedures and will use the OPRFHS Behavior Education Plan to form a response. Deans also oversee and monitor student attendance, working with students and families regarding any issue the student may be having with attending school and classes.

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, psychologists, 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.

School Psychologists

Our School psychologists work closely with our PSS Teams to analyze student data and help determine appropriate interventions when students are struggling.

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.

OPRF Student Services Webpage: <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

Boys:

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

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 \(finalsite.net\)](http://oakparkandriverforest.net)

Athletic Game Schedules

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

Student Activities

Extra-Curricular Activities – Student Activities

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	Crafting Club	Creative Writing
Crest	Drama	Enviro Club	Ethics Bowl
FCCLA	FREE	French Club	Freshmen Class

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-Cam	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	Pride Club
Prom Planning	Psychology Club	Robotics	SAFE
Scholastic Bowl	Sci-Fi Club	Science Olympiad	Shakespeare SLAM
Short Film	Show Choir	Sign Language	Snowball
Spanish Club	Speech Team	Spoken Word	Sports Med Club
Stage Crew	Student Council	Students in Service	Studio 200 Shows
Synchronized Swim	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 @oprffactivities 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 student may be suspended from the team for **25%** of the competition dates **up to** suspension for the entire season, depending upon the severity and nature of the violation. The student will be allowed to practice and participate in all other team activities, except competition, during the suspension. If the violation occurs out of season or during the summer, the suspension will apply to the student's next season of competition. If the suspension is not completed during the season, it will continue to the student's next season of competition.

2nd Offense: The student may be suspended for up to an entire season of competition. If the student is in season, he/she will receive a consequence of dismissal from the team for the remainder of the season. If the violation is considered gross misconduct, harassment or hazing the consequence may include suspension from the athletic program for up to one year.

3rd Offense: If a student commits a third violation he/she will be suspended from participating in the athletic program for one year and may be prohibited for the remainder of his/her high school tenure.

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.

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 at the Welcome Center and replacement IDs are available for purchase in the attendance office. The fee will be placed on the student's financial obligation record.

Digital Hall Passes

At OPRF, we use a digital hall pass system called Minga. Students must have a digital pass entered into the system by an adult whenever they are in the hallway during a non-passing period. When requesting to leave a classroom to go anywhere else in the building, students should learn and follow each teacher's rules for how and when to request a pass. If granted, the digital hall pass will be entered into the system and visible to all staff. The pass will indicate your destination and the amount of time granted for you to get there. Students should move swiftly to their destination and be prepared to show their ID to any hall monitor to verify that they have a valid pass. If you arrive at your destination without a valid pass, you will be turned away. Students who are found in the hallway without a valid pass will be issued a Truancy pass to return to class and should expect follow up from their Dean.

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 or email lockers@oprfs.org.
- 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 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](#)

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.

[Replacement Ventra Card Application](#)

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. The Bookstore provides all textbooks and curriculum materials covered by the annual Instructional Materials Fee. A variety of other products including calculators, Chromebook chargers, PE uniforms, school supplies, and more, are also sold at 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 to use a bankcard.

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
- 1 ID card per 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, 2025. 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](#). The payment plan form is also available in Spanish.

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

Student Fees

All students enrolled in District 200 are assessed student fees prior to each school year. The fees associated with enrollment include a \$355 registration fee (all students), \$250 driver

education fee (sophomores only), and a \$53 graduation fee (seniors only). Additional information regarding what the fees cover, how to make payment, and how to apply for a fee waiver can be found at <https://www.oprfhs.org/about/business-office>.

Fee Waivers

If a family believes their fees may cause economic hardship, they can apply annually for a Fee Waiver by completing a Household Eligibility Application. Visit the OPRFHS Food Service webpage for more information at <https://www.oprfhs.org/students/food-service>. If a student qualifies for Free or Reduced Lunch per the Federal Guidelines, then all eligible district fees would be waived.

Please note that not all fees are eligible to be waived. Some fees may be assessed to a student's account during the school year for incidents, such as damaged books, student ID replacements, damaged or lost Chromebook chargers, unreturned library books, unreturned ice packs, etc.

Payment Plans

If you submitted the 2026-2027 Household Eligibility Application and received notice that your student(s) is (are) not eligible, this means the registration fee, driver education fee, and graduation fee are also not waived. However, you have the option to set up a payment plan which allows you to pay over the course of the school year provided the fees are paid in full by the last day of school. A separate payment plan will need to be filled out for each student. Visit the Business Office webpage at <https://www.oprfhs.org/about/business-office> for more information on how to set up a payment plan.

Student Accidents and Injuries

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 Jackie Godwin in the Business Office by email at jgodwin@oprfhs.org.

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.

Drill/Evacuation Procedures

Emergency Closing of School

If closing school becomes necessary due to inclement weather or another emergency, students, staff, and families will be notified by text, email, and phone call through

ParentSquare, the school's mass communication platform. The information also will be posted in the Emergency Closing Center listing (emergencyclosingcenter.com) and on the school's website (oprfs.org) and social media channels.

Fire

The fire drill/evacuation procedure for leaving the building is available in each room. Maps, including the locations of fire exits are provided in each room. It is important that faculty, staff, and students familiarize themselves with the locations of fire exits. When a fire evacuation occurs, groups should 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.

In the event of a fire alarm, when we are not already in a lockdown everyone must evacuate the building immediately. Students are not permitted to go to their lockers for any reason.

- Students must leave classrooms immediately, following the instructions of adults.
- **In the SRC and South Cafeteria, fire retardant shades will roll down over all glass windows.**
- The teacher or supervisor will lead students to their rally points and take attendance.
- Order and quiet must be maintained at all times.
- State law prohibits smoking during a fire drill/evacuation.
- Whenever possible, students should stay with their class.
- All streets, alleys and drives must be kept clear so that fire department equipment can move around the building.
- Code of conduct violations (smoking, leaving the area, etc.), will be referred to the Dean of Students after the drill/incident is over.
- When the signal is given to re-enter the building, everyone must return to their assigned rooms immediately.
- If 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.

Standard Response Protocol

Oak Park and River Forest High School has adopted the Standard Response Protocol (SRP) for emergency response. The SRP is designed for use in the K-12 environment and takes an all-hazards approach to emergency response. Adopting this protocol will allow District 200 to align our emergency response language with that of our feeder schools (District 90 and 97), and more than 50,000 other schools and organizations around the world. It is

also aligned with the Federal Emergency Management – National Incident Management Systems, and the Incident Command System.

The SRP will allow for ease of communication during emergency situations with the use of five specific actions to be performed during an incident. Each specific action is paired with a unique image or “icon,” and directions. All five actions are described below:

The building blocks of crisis response. An institutional all-hazards approach. SRP ♥ the “I love u guys” foundation. (n.d.). <https://iloveugays.org/The-Standard-Response-Protocol.html>

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Food Service

If a family feels their fees would cause economic hardship, see the Books/Supplies section of the handbook for the 2025-2026 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 delivered to 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.

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. Gathering for lunch at lockers or in the halls is not permitted. **STUDENTS WHO LEAVE THE BUILDING FOR LUNCH MUST ONLY USE DOOR 9 NEAR THE NORTH CAFETERIA.**

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 leave campus for their assigned lunch period must exit and re-enter through the Mall Door 9 by the North Cafeteria ONLY. 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. 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 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 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 the Welcome Center to issue 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.



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

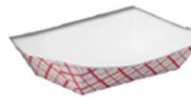


NO PLASTIC #6,
STYROFOAM

LANDFILL



ALL
WRAPPERS



PLASTIC-COATED CARDBOARD



PLASTIC BOWLS

UTENSILS &
STRAWS



JUICE
POUCHES



PLASTIC WRAP



STYROFOAM



PLASTIC



CHEWING GUM



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.

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.

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.

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, sweatpants, 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 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

To report student absences: www.oprfhs.org/parents/community/Attendance

Questions regarding reporting student attendance: attendance@oprfhs.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 period equals 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. To view all attendance guidelines, access our OPRF attendance handbook found on the school website.

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

Board of Education Policy –7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades 9 through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program. The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student’s absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student’s mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
5. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
7. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Intermediate Service Center, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.

11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

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.

Board of Education Policy –7:340 Student Records

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: East Entrance and Training Room in Football Stadium, Building B outside concession stand, west pool deck, fieldhouse trainer's office (2 units), fieldhouse north wall corridor, student center adjacent to ticket booth, door #8 entrance, Monogram Room corridor, Health Services room 2360, Maker Space, inside next to elevator, library, inside next to elevator, adjacent to southwest stairway #5 on 4th floor.

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.

<https://www.oprfhs.org/families/health-services>

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.
- 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 on and off campus.
- Possession or use of mechanical noisemakers is prohibited at all contests, in all sports (i.e. Horns, whistles, music).
- Signs may only be displayed at athletic events if they are tasteful and supportive. Other signs will be discarded.
- Throwing objects of any kind 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.

- All cheering and celebrations must be absent of profanity or direct commentary to any player.

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 or IEP

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.

**As we navigate the ever-changing world of technology, our path forward is guided by the understanding that Artificial Intelligence is a supplementary resource intended to complement rather than replace the essential teacher-student interaction that forms the bedrock of our educational philosophy. Unauthorized submission of AI-generated or AI-enhanced work as one's own constitutes a clear breach of our institution's established principles of academic integrity.*

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 society members 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

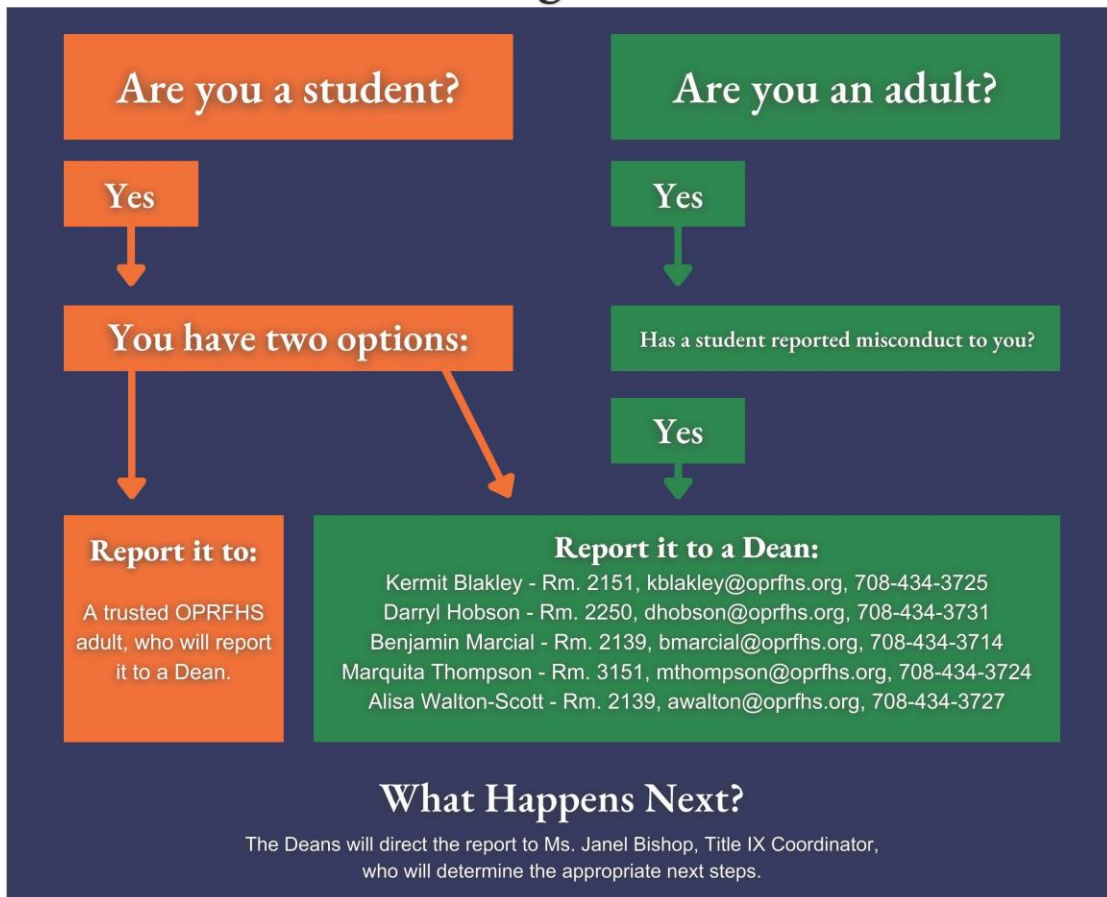
Racial Incident Reporting; Policy 7:12

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

How to Report Sexual Harassment/Misconduct Involving **Students**



Good-to-Know Info	Board Policies Related to Sexual Harassment/Misconduct
Students may bring a friend when making a report.	
Students may request a Dean of their preferred gender to conduct the investigation.	Policy 7:180: Prevention of and Response to Bullying, Intimidation, and Harassment
During the investigation phase, OPRFHS personnel will support and protect the rights of the reporting party and alleged perpetrator.	Policy 7:20: Harassment of Students Prohibited
Questions? Contact a Dean or Ms. Janel Bishop, Title IX Coordinator, jbishop@oprfs.org.	Policy 2:260: Uniform Grievance Procedure



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.

Administrative Procedure 7:12 Racial Equity

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 or by scanning the QR code. Once a complaint is made, the Office of Equity will begin the fact-finding process with assistance from the Racial Incident Response Team.

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 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.

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:

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708-434-3210

Complaint Managers:

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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.

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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.

Behavior Education Plan 2025-2026



**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	- 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	- 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	- 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	- 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)	- 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	- 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	- 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	- 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

Response Level 1 is used when behaviors are supported within the classroom by staff assigned to those classrooms.

Response Level 2 may require an additional staff member and might be provided in the classroom, outside the classroom, or in another environment. Behaviors assigned to Response Levels 1 and 2 do not need to be responded to at Level 1 prior to being responded at Level 2.

In situations at Response Level 3 and 4 or when behaviors are repeated, it is important for Student Services staff to be involved in looking more deeply at the student's needs to determine the most effective intervention

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
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/Harassment	Level 1	Level 2	Level 3	Level 4	Level 5
Bullying/Cyber-bullying (See Board Policy 7:180 and Glossary of Terms)			•	•	
Harassment, including Teen Dating Violence (See Board Policy 7:185 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."	•	•	•		
Behavior that disrupts non-classroom spaces (hallway, cafeteria, field house, SRC, etc.). Does not apply to verbal interactions. See the Glossary of Terms for a definition of "disruption."	•	•	•		
Throwing object at other(s)	•	•			
Throwing object with potential to harm		•	•		

Throwing object with injury			*	*	
Failure to respond to redirection	*	*	*		
Refusal to attend detention		*	*		
Refusal to attend ISR				*	
Refusal to provide proper identification	*				
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.		*			
Propping open door for any reason		*	*		
Holding open or propping a door to allow another person to enter and bypass security protocols			*	*	
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, oneself, 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
... Also includes possession of stolen property					
Value/damage <\$500			*	*	
Value/damage over \$500				*	*
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 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.).	*	*			