

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

BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING
Thursday, June 18, 2009
Immediately following Instruction Committee
Board Room
AGENDA

- I. Approval of Minutes**

- II. Consideration of the following Policies for Second Reading and Action**
 - A. Policy 20, Board of Education (Revision)
 - B. Policy 3550, Reimbursement of Board of Education Member Expenses (New)
 - C. Policy 3555, Attendance at Conferences and Workshops (Revision)
 - D. Policy 5136, Student Travel (Revision)

- III. Consideration of the following Policies for First Reading and Action**
 - A. Policy 3310, Contracts/Purchasing (Revisions)
 - B. Policy 6130, Objections To Instructional Materials (Revision)
 - C. Policy 6131, Objections To Materials In Library Collection (Revision)
 - D. Policy 6133, Consultation With Parents and Teachers (Revision)

- IV. Additional Matters for Policy Committee Information/Deliberation**
 - A. Discussion of Board of Education Goals for 2009-2010
 - B. Discussion Related to Treatment of Newly Elected, But Not Seated Board of Education Members

- V. Policy Docket**
 - Code of Civil Discourse
 - Code of Conduct for Parents at School-sponsored Events
 - Expulsion Proposal
 - Fundraising
 - Gifts for Athletic Teams—Procedures
 - Homework
 - Incapacitation of Personnel
 - Legislative Committee
 - Policy 3510, Advertising and Solicitation
 - Policy 3600, Ethics
 - Policy 4110, Non Discrimination in Employment
 - Policy 5114, Student Discipline
 - Procedures for Acceptance of Gifts
 - Purchasing Policy
 - Use of Credit Cards by District Personnel
 - Workers' Right Consortium's Code of Conduct

C: Board Members, Dietra D. Millard, Chair, Dr. Ralph H. Lee, and Terry Finnegan

**Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302**

**POLICY, EVALUATION, AND GOALS (PEG) COMMITTEE MEETING
May 19, 2009**

A Policy Committee meeting was held on Tuesday, May 19, 2009, in the Board Room of the Oak Park and River Forest High School. Dr. Lee called the meeting to order at 10:00 a.m. Committee members present were John C. Allen IV, Jacques A. Conway, Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, and Sharon Patchak-Layman. Also, present were Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Nathaniel R. Rouse, Principal; and Cheryl L. Witham, Chief Financial Officer; Donald Vogel, Business Education/Instructional Technology/Library and Media Services Division Head; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

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

Reordering of Agenda

Dr. Lee reordered the agenda as follows:

- 1) Approval of minutes
- 2) Information on the timing of the revision of committee structures
- 3) IV C – 2009-10 Goals
- 4) IIIA and IIIB.

Approval of April PEG Committee Minutes

It was the consensus of the Committee members to accept the minutes of the April PEG meeting as presented.

Discussion of District Recruitment, Selection, and Retention Procedures

The discussion of the above will be held at the regular Board of Education meeting on May 28, 2009.

Discussion Regarding Development of 2009 – 2010 District Goals

Dr. Lee hoped that the Board of Education would have its goals decided upon at the June Board of Education meeting. Ms. Patchak-Layman suggested a committee of two to gather information from the administration, e.g., the reviews of the goals of the past two years and solicit information from Board of Education members as to what goals they want to address next year. They would prepare a packet in preparation for the approval of the goals at the regular June Board of Education meeting. Dr. Lee supported that proposal and both he and Ms. Patchak-Layman volunteered to be on that subcommittee. The Special Board Meeting scheduled for June 11 will be to have a preliminary discussion on the goals.

Consideration of the following Policies for First Reading and Action

Policy 5136, Student Travel

After significant discussion, it was the consensus of the majority of the PEG Committee members to recommend to the Board of Education that Policy 5136, Student Travel, be approved for First Reading, at its regular May Board of Education meeting. The one dissenting vote was Ms. Patchak-Layman.

The proposed amendments will ensure that parents are aware of the District's expectations relative to students being transported from the high school and to a sport or an activity.

Mr. Finnegan stated that typically coaches receive notice of the student and parent names and contact information for both going to and coming from an activity. Unless prior arrangements have been made in advance to take another child home when a parent is picking up his/her own child, he/she may not do so. The Athletic Handbook is very explicit and the parents of athletes are informed of the rules. There was less certainty if that was the same with co-curricular activities.

This information will be published in the Student Handbook and in the Athletic handbook. While, the Athletic Handbook already outlines the rules for students traveling back and forth sports, there was less certainty about what happens with co-curricular activities.

Ms. Patchak-Layman stated that no procedures related to transportation should be a barrier to a student participating in an activity and asked how the school handled barriers. Mr. Rouse responded that this policy delineates four different types of trips. In the event that a student does not have the financial ability to participate in a field or activity trip, scholarships are often available. If there is a financial issue, the school needs to be made aware of it through the deans, the counselors, and/or the sponsors, so that the school can look for funding for the students. Participation is a Board of Education goal, as opposed to a mandate. The Field or Activity trips are educational; however, some barriers may exist to school funding of an international trip. Students would not be guaranteed a place on that trip.

Consideration of the following Policies for Second Reading and Action

Policy 20, Board of Education (Revision)

The Policy Committee members continued its discussion Policy 20.

Ms. Patchak-Layman reiterated that if the Board of Education has the responsibility to vote on something, it should have an informed decision. The present policy requires that the Board of Education listen to the audio recordings before authorizing their destruction.

Mr. Finnegan pointed out that the language on page 9 gives the Board of Education the ability to review the minutes and that is germane. Ms. McCormack concurred. In order for the entire Board of Education to make a decision, all members would need to review the audiotapes.

Mr. Allen stated that the Board could say it will never have a Board of Education member look at this again but he asked where the freedom in that was. If the Board of Education does not appropriately have access, then it comes up in the political process. If something is being done inappropriately, then it should be brought to the voters.

Ms. McCormack stated that if a Board of Education member were uncomfortable with voting on a particular issue, he/she could abstain.

Ms. Patchak-Layman felt the other issue was continuing confidentiality. She felt that some closed minutes sessions might be opened, perhaps those having to do with property acquisitions, etc. Ms. McCormack stated that when something is no longer confidential, it could be addressed in an open session, but the closed session minutes should continue to be protected.

Dr. Weninger suggested that the law requires the Board of Education to determine whether the closed session meetings from 1989 should remain closed. It is a profound duty to reach back and decide that a closed session should become public; it would be an exceptional circumstance.

Mr. Allen felt it was up to the individual board members if they felt the need to review the minutes, but he did not want to give up his right to do so.

Dr. Lee felt that the law says that every Board of Education member elected is required to go back and review 20 years or more of closed session minutes and decide whether those minutes should be made public. Further, the law requires a review to take place every six months. The letter of the law requires something that is impossible. Since it is impossible to observe the letter of the law, what is the Board of Education's real responsibility to comply with this law? However, he felt that anyone who wanted to go back 18 years was welcome to do so, but he will not and he will vote to keep the closed minutes closed. Ms. McCormack said the policy allows Board of Education members to go back and review them. Otherwise looking at the closed session minutes that are not relevant today should not be the Board of Education's charge or where it should spend its time.

Referring to the phrase "grant access to" on page 9 about the ability of the Board of Education member to look at closed minutes, Mr. Finnegan noted that individual rights were subject to a majority vote. If talking about the ability of a Board of Education member to go back to look at closed minutes what does that mean. Can one bring that forward to an open session? Can one quote someone verbatim? Is it something one just reads and says, "This is from my personal knowledge"? Can it be something that a Board of Education member can bandy about? If the minutes of the Board of Education belong to it as a whole, then how would individual rights be trumped by having access to something that belongs to all Board of Education members? Mr. Allen felt it was a property rights issue and one cannot take away property rights. Ms. McCormack and Dr. Weninger disagreed with that analogy, as this was not a property issue.

What are the consequences of a Board of Education going back to 1990, reading something in those minutes, and then disclosing that information? This has to do with access. Ms. McCormack felt it would open the Board of Education up to liability. Mr. Allen said that risk was already present. He could talk about something that happened in closed session last week.

The consequences are 1) public backlash, 2) censorship, 3) not being re-elected, 4) public humiliation or 5) there could be a reward for getting information originally desired. The Board of Education has the right to do this but he did not believe it was correct. He felt it was a long-term problem. When asked if there was a short-term problem, the response was no.

Dr. Weninger reiterated that when one listens to the recordings and checks the written minutes, they are not one for one, but the Board of Education, as a whole, said they reflected the meeting. Thus, Patchak-Layman said that the Board of Education, as a whole, could say it did not want that included in the conversation. Dr. Lee did not feel that was the same issue originally discussed, i.e., whether a Board of Education member could listen to a tape and say that the majority of the Board of Education members were wrong to approve those minutes as they were not correct.

Ms. Patchak-Layman asked if the superintendent were able to look at all closed session minutes. Ms. McCormack said that if the superintendent had the right to look at the closed session minutes, she would agree that all board members should have the right to look at the minutes. Policy Committee members asked for legal clarification on that issue.

Mr. Finnegan stated that there were two issues: 1) the ability to review the minutes to see if they match the audio tapes for a period of 18 months and limited to only those at the meeting; and 2) what is the responsibility to review, what is the ability to review, and, if granted, what can be done with the information?

After significant discussion, it was the consensus of the PEG Committee members to ask legal counsel the following questions relative to the amendments proposed in Policy 20, Board of Education.

Based upon the conversation, the following questions will be asked of legal counsel.

- 1) Should and can individual Board of Education members be able to see any and all closed minutes from Closed Sessions in which they were not a part?
- 2) What constitutes a "review" per law vis-à-vis Closed Session Meeting minutes review requirement?
- 3) What does "see" mean? After seeing the minutes if given access, what rights would a board member have with regard to that information? Would he/she be able to quote something? Be able to say that he/she had personal knowledge?
- 4) Once a board has approved a set of minutes, can one use an audio recording to challenge the validity and accuracy of the Board of Education's approval of those written minutes?
- 5) Does the Superintendent have access to/authority to view Closed Session minutes with Board approval only? Does that apply to everyone outside the Board of Education?
- 6) Are the following citations from the Attorney General's Office to one of our Board members relevant to these issues, and if so, how...
- 7) What does "owning" the board minutes mean, i.e., the Board "own" the minutes and as a body may make decisions regarding same?

- 8) Is there any case law or statute that addresses the individual freedom of a board member versus the board as a whole “owning” minutes, i.e., do individual rights as an elected official trump the Board’s authority regarding Closed Session minutes, or anything else?

Ms. Patchak-Layman will check with the attorney general’s office.

Adjournment

At 11:58 a.m., on Tuesday, May 19, 2009, the Policy, Evaluation, and Goals Committee adjourned.

**SECOND
READING**

*Oak Park and River Forest High School
District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296*

Date: June 18, 2009
To: Policy, Goals, and Evaluation Committee Members
From: Assistant Superintendent for Human Resources
Subj: Policy 20, Board of Education

BACKGROUND AND SUMMARY OF FINDINGS

During the May 19 Policy Committee meeting, Board of Education members sought answers from counsel for the questions below. Counsel's answers follow the questions.

1) Should and can individual Board of Education members be able to see any and all closed minutes from Closed Sessions in which they were not a part?

The District's policy does not specifically provide if individual Board members may review written minutes for meetings at which they did not participate. However, since the Board as a whole must review all closed minutes on a semi-annual basis, those minutes might include minutes where several Board members were not Board members at the time certain closed session minutes were created. Thus, it may make sense to allow access so long as confidentiality is preserved.

2) What constitutes a "review" per law vis-à-vis Closed Session Meeting minutes review requirement?

I am assuming you are referring to the semi-annual review of closed session Board minutes. This a decision for the Board. It can take on that responsibility on its own and have the full Board review the minutes. It could instead assign that task to a staff person or to the School District attorney and request a recommendation from that staff person on which minutes should remain confidential. The Board must then act on that recommendation.

3) What does "see" mean? After seeing the minutes if given access, what rights would a board member have with regard to that information? Would he/she be able to quote something? Be able to say that he/she had personal knowledge?

After reviewing closed minutes, a Board member should keep that information confidential. Discussing that information outside the context of a closed Board meeting may violate the Board Code of Conduct which requires (1) a Board member to recognize

that he or she has no legal authority as an individual; (2) that decisions can be made only by a majority vote at a board meeting; (3) to not take any action that compromises the Board; and (4) to respect the confidentiality of privileged information.

If a Board member feels that information that remains closed to the public should be disseminated to the public, then that Board member should attempt to convince his fellow Board members of that position in a closed meeting. If the Board member is unable to convince his or her colleagues, the decision of the Board needs to be followed.

4) Once a board has approved a set of minutes, can one use an audio recording to challenge the validity and accuracy of the Board of Education's approval of those written minutes?

If a Board member feels that written minutes are inaccurate and the verbatim recording would support their position, a Board member could present that fact to the Board. This, however, should occur in closed session and the Board should determine if they deem it appropriate for the tapes to be played in the closed meeting. If the Board agrees that the minutes do not properly reflect what is contained in the tape, then the minutes should be amended.

5) Does the Superintendent have access to/authority to view Closed Session minutes with Board approval only? Does that apply to everyone outside the Board of Education?

Your current policy is not specific on this issue. It makes sense to only allow the Superintendent access to certain closed minutes if approved by the Board. Individuals outside the Board of Education should not be granted access to closed minutes that have not been released to the public, unless a staff person has been assigned the task to review the minutes for a recommendation to the Board at its semi-annual review.

6) Are the following citations from the Attorney General's Office to one of our Board members relevant to these issues, and if so, how...

Gail stated that this question could be discarded.

7) What does "owning" the board minutes mean, i.e., the Board "own" the minutes and as a body may make decisions regarding same?

I would not use the word "own." The minutes are a product of the Board as a whole. The Board as a whole makes the determination when closed session minutes may be released to the public and how closed session minutes not open to the public may be handled. As provided in the District's Code of Conduct, no individual Board member has any legal authority as an individual and decisions can be made only by a majority vote at a board meeting.

8) Is there any case law or statute that addresses the individual freedom of a board member versus the board as a whole "owning" minutes, i.e., do individual rights as an elected official trump the Board's authority regarding Closed Session minutes, or anything else?

Without conducting further research, I am not aware of a case that speaks directly to this issue. If you would like our office to conduct further research we can. That said, again, the Board's Code of Conduct provides specifically that Board members have no authority individually. Further, under the Open Meetings Act, it is the Board as a whole that makes the determination if closed session minutes are available for public disclosure. An individual Board member under statute does not have that authority to unilaterally disclose the contents of closed session minutes to the public.

RECOMMENDATION

Based on the responses of counsel, the following two revisions are recommended:

1. Page 8, Para 5, line 11: Add "However, the Board of Education may authorize administrative personnel to have access to closed session audio recordings or minutes for the purpose of assisting with the business of the Board of Education."
2. Page 9, Para 2: Replace previously recommended language with the language below:

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

I. AUTHORITY

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

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

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

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

II. ELECTION

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

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

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

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

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

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

III. BOARD OF EDUCATION OATH AND CONDUCT

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

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

I further swear (or affirm) that:

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

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

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

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

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

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

IV. ORGANIZATIONAL BOARD OF EDUCATION MEETING

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

At the organizational meeting the following shall occur:

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

V. OFFICERS - ELECTIONS AND DUTIES

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

A. President

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

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

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

B. Vice President

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

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

C. Secretary

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

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

VI. SPECIAL AND STANDING COMMITTEES

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

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

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

VII. BOARD OF EDUCATION MEETINGS

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

VIII. DISTRICT WEBSITE

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

IX. AGENDA

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

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

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

X. QUORUM AND VOTING

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

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

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

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

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

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

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

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

Verbatim Record of Closed Meetings

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

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

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

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

XI. AUTHORITY OF MEMBERS

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

XIII. MINUTES

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

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

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

authorize administrative personnel to have access to closed session audio recordings or minutes for the purpose of assisting with the business of the Board of Education.

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

~~An individual Board member may listen to verbatim recordings or review closed session minutes if germane to the Board member's responsibilities. An individual Board member shall only have access to verbatim recordings or closed session minutes that were created when the individual Board member was a member of the Board. An individual Board member, however, may make a request of the Board for, and the Board by majority vote may grant, access to a particular verbatim recording or closed session minutes created when the requesting Board member was not a member of the Board.~~

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

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

XIII. BOARD OF EDUCATION POLICY DEVELOPMENT

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

Amended:	September 27, 2007, December 21, 2006; April 27, 2006; December 18, 2003; June 27, 1996; April 23, 1992; June 28, 1984; June 28, 1984; January 19, 1982; March 19, 1981; March 15, 1979
Adopted:	March 18, 1976
Review Date:	
Law Reference:	105 ILCS 5/2-3.25d, 5/10-1 et seq., 5/17-1, 5/27-1, 115 ILCS 5/1 et seq., 325 ILCS 5/4, 10 ILCS 5/2A-1.1, 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1,

5/10-14, 5/10-16.5, 10-16.7, 5/17-1, 5/10-21.4, 5/22-17, and 5/22-18; 5/27-1, 5/10-20.5, 5/10-20.14 and 10/1 et. Seq. ILCS 120/1 et seq., 120/2, 120/2a, 120/2.02, 120.05, 120/2.06, 120/2.06(c), 120/2.06(d) 120/2.206(e); 120.7, 420/4A-106; 10 ILCS 5/2A-1 et. seq.; 105 ILCS 5/9-18, 5/10-5; 5/10-6, 5/10-7, 5/10-16; 105 ILCS 5/10-16.5, and 5/28-1 et seq.; 105 ILCS 5/9-1 et seq.; Prosser v. Village of Fox Lake, 438N.E.2d 134 (1982), 23 Ill. Admin. Code Part 226., 325 ILCS 5/4.

Related Policies:
Related Instructions
And Guidelines
Cross Ref.:

POLICY 3550, REIMBURSEMENT OF BOARD OF EDUCATION MEMBER EXPENSES

The Board ~~shall~~may upon request and approval, reimburse its members for the necessary and actual expenses incurred by Board members attending the following meetings:

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

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

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

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

Amended Date(s):

Adopted Date:

Review Date:

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

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

POLICY 4150, STAFF ATTENDANCE AT CONFERENCES AND WORKSHOPS 3555

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

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

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

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

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

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

STUDENT TRAVEL

5136

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

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

Transportation costs for student travel will generally be funded by the ~~D~~istrict for trips to destinations within 150 miles of Oak Park and River Forest High School. For student travel of greater distances, the cost of transportation will be borne by the participants. For all types of student travel, the ~~d~~istrict will not typically cover costs related to tickets, admission fees, lodging, and food.

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

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

Amended Date(s):	December 18, 2003; April 8, 2003; December 19, 1984; December 14, 1982; and January 22, 1976
Adopted Date:	July 17, 1969
Review Date:	
Law Reference:	105 ILCS 5/10-22.29b, 105 ILCS 5/29-3.1, and 105ILCS 5/29-3.4
Related Policies:	
Related Instructions And Guidelines:	Procedures for Policy 5136

Procedures for Policy 5136, Student Travel

A. Approval

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

B. Supervision

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

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

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

Students who leave for a trip from the Oak Park and River Forest High School campus on school provided or authorized transportation, and who are supervised by a trip sponsor(s), must also return to the school campus on school provided or authorized transportation and under the supervision of a trip sponsor(s). Exceptions to this may only be made in writing and in advance by parents/guardians with the trip sponsor(s) and through the administrative approval process.

Oak Park and River Forest High School provides transportation to and from all athletic contests, some athletic practices, and many activity events. All athletes are required to use school transportation. Athletes may not participate in "away" contests if they drive themselves to events or if they use alternate transportation

without prior permission from their coach. All activity students are required to use school transportation. Activity students may not participate in events if they drive themselves to events or if they use alternate transportation without prior permission from their sponsors.

In extenuating circumstances, parents/guardians may need to drive their children home from a contest or event. Athletes and activity students must provide a written note from their parents/guardians and receive approval from their coaches in advance. Athletes and activity students will only be released to their parents/guardians.

C. Costs

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

Transportation costs will generally be funded by the ~~d~~District for student travel to destinations within 150 miles of the high school. For travel of greater distances, the cost of transportation will be borne by the participants. For all trips, the District will not typically cover costs related to tickets, admission fees, lodging, and food. The sponsoring teacher is to assess each participating student for these expenses. Arrangements for securing the funds collected should be made with the Business Office.

D. Insurance

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

E. Transportation

As a general rule, transportation for school-sponsored travel will be provided by means of commercial vehicles. All buses or rental vehicles are to be ordered through the Business Office. If more than ~~47~~44 students are participating in the

trip, a second bus must be used. The cost of such rental vehicles will be covered by the district's transportation fund if the travel destination is within 150 miles of the high school. Otherwise, the trip's participants must cover such rental costs.

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

Students who leave for a trip from the Oak Park and River Forest High School campus on school provided or authorized transportation, and who are supervised by a trip sponsor(s), must also return to the school campus on school provided or authorized transportation and under the supervision of a trip sponsor(s). Exceptions to this may only be made in writing and in advance by parents/guardians with the trip sponsor(s) and through the administrative approval process.

Oak Park and River Forest High School provides transportation to and from all athletic contests, some athletic practices, and many activity events. All athletes are required to use school transportation. Athletes may not participate in "away" contests if they drive themselves to events or if they use alternate transportation without prior permission from their coaches. All activity students are required to use school transportation. Activity students may not participate in events if they drive themselves to events or if they use alternate transportation without prior permission from their sponsors.

In extenuating circumstances, parents/guardians may need to drive their children home from a contest or event. Athletes and activity students must provide a written note from their parents/guardians and receive approval from their coaches in advance. Athletes and activity students will only be released to their parents/guardians.

F. General Field Trip Procedures

Field Trips are arranged through the Principal's Office of the Director of Instruction (or his/her designee) and approved by that office. Field trip requests should be submitted by the third week of the semester. A calendar of approved field trips will be distributed to the faculty/staff by the end of the fourth week of each semester. Additional field trips can be approved beyond the third week of

the semester if planning for the trip could not have occurred during the first three weeks of the semester.

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

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

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

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

G. General Activity Trip Procedures

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

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

H. General Exchange/Excursion Trip Procedures

Applications for Exchanges/ Excursions are available through the Assistant Principal for Student Activities~~Office of the Director of Instruction~~. Incomplete applications will not be considered for approval. Students may not miss more than five (5) days of school as a result of participating in an Exchange or Excursion.

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

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

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

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

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

FIRST

READING

POLICY 3310, CONTRACTS/PURCHASING

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

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

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

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

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

D. Quotations

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

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

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

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

E. Competitive Bidding

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

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

3. The District shall affirmatively encourage ~~will seek~~ bids from firms owned by minorities and by women. Bidders shall provide documentation of female and minority ownership ~~employment~~ for submission to the Board.

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

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

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

I. Conflict of Interest. In accordance with the School Code, the Gift Ban Act, 5 ILCS 430/10-10 and the Public Officer Prohibited Practice Act, 50 ILCS 105/0.01 et seq., no Board of Education member or District employee shall be directly or indirectly involved

or own an interest in any contract, work, or business of the District, or in the purchase or sale of any real or personal property by or to the District.

POLICY 6130, OBJECTIONS TO INSTRUCTIONAL MATERIALS

A. Generally

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

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

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

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

Amended:	November 16, 2006; December 18, 1997
Adopted:	November 18, 1982
Review Date:	Law Reference: Ill. Rev. Stat. Ch. 122 par. 27-9.1, 27-9.2, 27-11, and 863
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	Cross-reference: Policies on Cultural Diversity and Human Dignity, 100; Controversial Issues, 4112; Instructional Materials, 6134

POLICY 6131, OBJECTIONS TO MATERIALS IN LIBRARY COLLECTION

Materials housed in the Library, both print and non-print, are selected by the professional staff of the Library with the approval of the Director of Information Systems and Instructional Technology. Suggestions for materials to be purchased are sought from faculty, staff, and administrators and evaluation aids such as library journals, catalogs, and review digests are used.

Materials are housed for the following purposes:

- A. To provide educational support and enrichment for the curriculum while recognizing the interests, abilities, and maturity levels of the students served.
- B. To provide the kind of background information that will enable students to make reasoned judgments in everyday life.
- C. To help students increase their awareness of the society in which they live and their responsibilities to those who share that society.

If a parent or a student finds certain materials in the Library collection to be objectionable, that parent or student may request a form from a librarian for reporting the objection. Completing that form and submitting it to a librarian will automatically set in motion these procedures:

- A. A conference involving the Division Head of Information Services and Instructional Technology, the ~~Superintendent/Principal~~Principal (or his/her designee), subject area librarian, and the person who reported the objection will be scheduled within ten days of submission. Information on the form will be the basis of the discussion at this conference.
- B. Within ten school days following the conference, the ~~Superintendent/Principal~~Principal (or his/her designee), shall provide a written response to the person reporting the objection.
- C. If the person reporting the objection is not satisfied with the response, he/she may request that the ~~Superintendent/Principal~~ or his/her designee refer the request to the Board of Education for final disposition within thirty days.

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

Oak Park and River Forest High School District 200

Citizen's Request For Reconsideration of Library Materials

Type of material or equipment (check one):

Book: _____ Audiovisual Material: _____ Other: _____
Description

Title: _____

Author: _____

Your Name: _____

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

Daytime Phone: _____ Evening PHOne _____

You represent (check one):

Self _____ Organization _____
(Name of Organization)

1. To what in the material do you object? Please be specific. Cite pages if appropriate:

2. What value might there be in this material? _____

3. What do you feel might be the result of reading/viewing/listening/using the item? _____

4. For what age group would you recommend this material? _____

5. Did you read/view/listen to the entire material? Yes _____ No _____
What pages or sections did you read/view/listen to: _____

6. Are you aware of the judgment of this material by a critic recognized in the appropriate field? Yes _____ No _____ Comments: _____

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

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

- _____ Do not assign or recommend it to my child.
- _____ Withdraw it from all students.
- _____ Ask for reevaluation by the staff.

Signed: _____ Date: _____

Note: Please attach additional information as deemed necessary. Mail or deliver this completed form to: Division Head, Information Systems and Instructional Technology, 201 N. Scoville Avenue, Oak Park, IL 60302.

POLICY 6133, CONSULTATION WITH PARENTS AND TEACHERS REGARDING TITLE I PROGRAMS

The ~~Superintendent/Principal~~ **Principal (or his/her designee)** shall pursue available Title I funding to supplement instructional services and activities in order to improve the educational opportunities of educationally or economically disadvantaged students. Supplemental instructional services and activities that use Title I funding shall include opportunities for involvement of parents/guardians of students receiving services, or enrolled in programs.

The ~~Superintendent/Principal~~ **Principal (or his/her designee)** shall develop parent/guardian involvement guidelines according to Title I requirements. The guidelines shall contain: (1) a process for involving parents/guardians in program development and implementation, (2) a shared understanding of how parents/guardians, the entire school staff, and students share responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve, and (4) other provisions as required by federal law. The ~~Superintendent/Principal~~ **Principal (or his/her designee)** shall ensure that these guidelines are distributed to parents/guardians of students receiving services or enrolled in programs supported by Title I funding.

Amended:	November 16, 2006
Adopted:	April 27, 1988
Review Date:	
Law Reference:	LEGAL REF.: Title I of the Elementary and Secondary Schools Act, 20 U.S.C. §6301-6514. Related Policies:
Related Instructions And Guidelines:	
Cross Ref.:	

OPRFHS BOARD 2009-2010 GOALS
GOAL DEVELOPMENT: Supporting Objectives & Action Steps

Goal Area #1: OPRFHS will provide an inclusive education for all students, where racial predictability and disproportionality in achievement are eliminated.

Supporting Objectives

1. Expand “courageous conversations about race” among faculty, staff, administrators, board members and students during the 2009-2010 school year.

Action Steps

- A. Train faculty, staff and administrator to facilitate conversations about race, _____ person per _____ dialoguers.
- B. Utilize _____ sessions of professional development time on late start Monday and _____ full days during year.
- C. Convene ____ BOE workshops on race during year.

2. The Board of Education will appoint an Equity Leadership Team by Sept.2009.

Action Steps

- A. The BOE will meet with members of the school study team on race, to develop a leadership team structure and membership.
- B. A BOE liaison will be appointed to the leadership team.
- C. The Equity Team will design protocols for examining school policies, practices, structures and data for potential bias for board approval by Jan.2010.
- D. The BOE liaison will report monthly to the Board on Team work.
- E. The Equity Team will use the Jan. approved protocols to examine _____ areas of the learning environment at OPRFHS.
- F. By May 2010, initial findings will be reported to the BOE for possible action.
- G. A student equity team will be convened by Oct.2009. The student equity team will advise the leadership team.
- H. The student team will experiment with multiple ways to hear student concerns and ideas on race and the learning environment. The student team will document their work and report to the equity team.
- I. The student team will choose a book for the whole school community to read concerning race. The student team will create a format for book discussion.

3. Develop a data system that will provide the BOE with the information necessary to evaluate progress in closing the achievement gap.

Action Steps

- A. Write a format for each report, including the disaggregation of student data based on race/ethnic identity, gender and graduating year. Annual reports to be produced will include, but not be limited to, student grades, test scores (Explore, Plan, pre-ACT), disciplinary data, ability track grouping, involvement in activities. A catalog of available reports will be filed with the BOE.
- B. A plan will be presented to the BOE in Oct.2009, describing the current state of the data and student information systems and projects for both systems, the anticipated capacity for June 2010.

Goal Area #2: Academic Achievement

We will define in specific and measurable terms what we in District 200 will mean by the words “student academic achievement” and “racial achievement gap”, and initiate at least one new program capable of affecting a broad segment of the student population, in which the difference(s) that the program has made on the academic achievement level of the segment of students can be shown in quantitative terms.

Supporting objectives:

1. Produce specific separate benchmarks or indices of “student academic achievement” and “the racial achievement gap” that are intended for use or consumption by the following three audiences: (1) the general public, (2) professional educators, and, if we determine that there exists a need for a set of indices that is less simplistic than those generated for the first audience, but also less complex or burdensome than those generated for the second, then a third set of indices for (3) this third audience.

Action steps:

- A. Produce a simple definition of academic achievement for the general public, using only some of the Domain I parameters, intended to be used in much the same way that the terms “straight-A student”, “C-plus students”, or “average students”, but which conveys more meaning than just GPA’s.
 - B. Do the same as for “A” for an audience of professional educators.
 - C. Create the third set of defining indices only if experience determines that there is a need for such a thing.
2. Develop for discussion, modification, and Board adoption, a multi-year plan by which a data-driven model of systematic improvement in student academic achievement will be implemented.
 - A. Beginning with a review and discussion of the report made on June 18, 2009, by the Director of Assessment and Research (Domains and Components), outline a realistic and achievable plan to be executed over a three-year period.
 - B. Develop a specific set of procedures for the annual modification of this plan which clearly sets out the specific way in which all persons involved in the modification of this plan will exercise their involvement.
 3. Using the data already collected for the years 2005-06, 2006-07, 2007-08, and 2008-09 under the category described as “Domain I”, establish longitudinal baselines for reading, math, science, and English, designed to allow the board to evaluate programs in skills development using current programs, and to compare the effectiveness of any changes in programming with what was done in the past.
 - A. Show the mean reading benchmarks for the graduates of the class of 2009 on their EXPLORE exams taken in 2005-06, disaggregated by race and gender.

- B. Show the mean PLAN reading benchmarks for the same students in 2006-07.
 - C. Show the mean I-ACT reading benchmarks for the same students in 2007-08.
 - D, etc. Repeat the above for the class of 2010. Then repeat the same for the areas of math, science, and English.
4. Develop a model for improving student academic achievement which is centered around the concept of producing individual IEP's for all students with GPA's less than 2.0, or who have ACT benchmark scores that are lower than our standard.
- A. Produce a general description of the model.
 - B. Produce a realistic cost assessment for the model in its on-going mode.
 - C. Produce a realistic estimate of the start-up costs of such a model.
5. Develop a model for improving student academic achievement which is centered around the use of student and community adult mentors and community volunteers.
- A, B, and C are the same as for #4 above.

Goal Area #3 – OPRFHS is committed to recruiting, hiring, developing and retaining the highest quality staff, in ways that are fair to applicants and clear to employees.

Supporting Objectives

1. OPRFHS will conduct a detailed review and evaluation of hiring procedures for all employees.

Action steps

- A. Information on best practice in hiring will be incorporated in developing a check list of procedures to review and evaluate district employment practices. Areas to be covered, but not limited to, include job description, posting, interviewing, notification, decision making sequence, variations in hiring sequence by employee classification, and links to organizational goals.
- B. Union and non-union employment hiring procedures will be reviewed and documented with the check list.
- C. Upon completion of the evaluation, the BOE will adopt revised personnel hiring policies.
- D. Upon completion of the evaluation, OPRFHS will include the revised hiring practices for employees in an employee handbook.

2. OPRFHS will intensify its recruitment program for minority candidates.

Action steps

- A. Develop relationship with key personnel at traditionally black colleges.
- B. Explore non-traditional approaches to contacting candidates (non-educational conferences, minority sororities and fraternities, social networking groups)
- C. Develop a “full court press” strategy for recruitment.
- D. OPRFHS will monitor and evaluate the number of applications received by outreach.

3. OPRFHS will develop a well-defined mentoring program.

Action Steps

- A. Review current practices for mentoring.
- B. Review criteria for tenure.
- C. Evaluate current practices for mentoring.
 1. Gather staff input by quartile group on teaching practice needs.
 2. Gather supervisors input on teaching practice needs.
- D. Revise and establish performance measures to evaluate the mentoring program.

4. OPRFHS will develop a retention program.

Action Steps

- A. Review current retention program.
- B. Evaluate current retention program.
 1. Gather staff input by quartile group and with minority staff caucus on issues related to retention.
- C. Revise and establish performances measures to evaluate the retention program.
- D. Review and evaluate staff evaluation procedures and forms.

Goal Area #4 – OPRFHS will develop a new budgeting process that includes program priority setting and cost containment measures.

Supporting objectives

1. The BOE will adopt a model for setting financial priorities in institutional settings by March 2010, with implementation in September 2010.

Action steps

- A. A financial advisory committee will be convened. It will include staff and community members with financial expertise.
 - B. The committee will offer guidance to the superintendent, who will invite and solicit information about models for setting financial priorities in institutional setting
 1. The models will include specific procedures for setting spending priorities
 2. The procedures will produce an easily understood method for the district to determine the priority level of any proposed new or existing program
 3. The procedures will include a method for shifting money from lower priority expenditures to higher priority expenditures.
 - C. In Jan.2010, multiple models will be presented to the BOE for review and possible selection.
-
2. The BOE will adopt a model of cost containment evaluation.

Action steps

 - A. The financial advisory committee will offer guidance to the superintendent, who will invite and solicit information about models for cost containment evaluation.
 - B. The advisory committee will review current finances and PMA projections model.
 - C. The advisory committee will recommend targeted expenditure goals with the adopted evaluation model to the BOE by December 2009.
-
3. The new budget process, that includes program priority setting and cost containment measures, will be implemented for the 2011-2012 school year.

Action steps

 - A. A communication project will be developed to introduce the new budget process to the school community.

Goal Area #5 – OPRFHS will create a learning environment that maximizes instructional time for all students.

Supporting objectives

1. Data will be collected on school instructional indices.

Action steps

- A. Student instructional time in core academic areas will be disaggregated by student cohorts in regular, basic, honors and special education classes. And further disaggregated by race/ethnic, gender and graduation year.
- B. Student instructional time in non-core academic areas will be disaggregated by student cohorts in regular, basic, honors and special education classes. And further disaggregated by race/ethnic, gender and graduation year.
- C. Student instructional time in reading instruction will be disaggregated by student cohorts in regular, basic, honors and special education. And further disaggregated by race/ethnic, gender and graduation year.
- D. Student instruction time lost to absences, tardies, discipline referrals, ISS, OSS, assemblies, hallway disturbances, substitutes, substance and/or drug abuse, child care, personal technology use, late arrivals, early dismissals, final exams, registration, field trips and others will be documented.
- E. Collected data will be reported to the BOE.

2. Each student in ISS or OSS will receive instruction daily.

Action steps

- A. Required instruction time will be calculated at 48min./student enrolled core class.
- B. An on-call teacher will be assigned to each student in ISS or OSS to provide required instruction.
- C. On-line technology will be developed for ISS and OSS students to view their assigned class instruction remotely.

3. The number of students sent to the dean and/or counselor for an inappropriate behavior, from the classroom, will be reduced by 50% by June 2010.

Action steps

- A. Positive Behavior Intervention system (PBIS) will be implemented with all students and employees in the district.
- B. Increased presence of faculty, staff and administrators throughout the school grounds and in the halls during passing periods.
- C. Security guards in the locker rooms throughout the day.

4. The impact of substance abuse on instructional time will be researched.

Action steps

- A. Past student surveys will be reviewed to create a time graph for when substance abuse occurred.
- B. Counselors and social workers will be surveyed on student substance abuse behaviors during the school day.
- C. Teachers will be surveyed on student substance abuse behaviors noted during the school day.