Behavior Education Plan 2026-2027

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

The 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

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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 of the federal and state law (e.g., handgun, rifle, shotgun, starter pistol, etc. See board policy above. See also, possession of bomb or other explosive device.					•
Fires/Explosives/Flammables	Level 1	Level 2	Level 3	Level 4	Level 5
Setting a fire or attempting to set a fire.				•	•
False alarms - Activating the school's fire and/or other alarm systems, reporting a fire when no fire exists, or making a false alarm call to 911.			•	•	•
Possession of fireworks, a smoke bomb, munitions, pepper spray/gas, MACE, tear gas, stink bomb, or any inherently dangerous substance/ object, or any illegal device, illegal product, or illegal material that is not specifically covered elsewhere within the Behavior Education Plan.			•	•	•
Possession of a bomb or other explosive device not covered elsewhere in the Behavior Education Plan.					•
Attempting to or actually using a firework, smoke bomb, pepper spray/gas, MACE, tear gas, or stink bomb.			•	•	•
Making a bomb threat or threatening to set off an explosive device without actual possession of the bomb or explosive device.				•	•
Forgery	Level 1	Level 2	Level 3	Level 4	Level 5
Writing the name of another person to be represented as a writing or original signature of that person or altering any written record or document (such as dates, times, passes, and permits) without permission.	•	•	•		

Gambling	Level 1	Level 2	Level 3	Level 4	Level 5
Playing any game of chance or skill for money or any item of value.	•	•			
Gang Activity	Level 1	Level 2	Level 3	Level 4	Level 5
Possessing or wearing articles of clothing (hats worn at an angle, pant legs worn at different lengths, etc.), jewelry, and/or possessing or displaying other materials or wearing objects that depict gang symbols or indicate gang involvement		•	•		
Drawing, displaying, or promoting gang and/or look-alike graffiti/symbols		•	•	•	
Engaging in any activity or conduct that may indicate gang involvement			•	•	•
Hazing/Initiation Rites	Level 1	Level 2	Level 3	Level 4	Level 5
Any intentional or reckless act directed against a student that endangers the mental or physical health or safety of a student; or coercing, compelling, or instructing a student to perform any act that endangers his or her mental or physical health or safety for the purpose of or as a condition of being initiated into, holding office in or maintaining membership in any formal or informal student organization/group or in any fraternity, sorority, gang, or other prohibited secret society as defined in the School Code of Illinois (ILCS 5/31, Board Policy 5:90)			•	•	
Inappropriate clothing	Level 1	Level 2	Level 3	Level 4	Level 5
Violation of the OPRF Dress Code	•	•			
Inappropriate language and/or expression	Level 1	Level 2	Level 3	Level 4	Level 5
Verbal, written, and non-verbal threats, or written or verbal put downs toward another person where there is not reasonable concern for the risk of bodily harm.	•	•			
Swearing, cursing, or making obscene gestures.	•	•			
Use of racial slurs, or protected class references directed toward another person or group. Board Policy 7:12			•	•	
Threats, including the use of social media to threaten someone or to cause a disruption.		•	•	•	
Serious threats, including the use of social media to threaten bodily harm or suggest immediate risk that directly or indirectly jeopardizes the health, safety, or property of the school, school personnel, or other students.			•	•	•
Inappropriate physical contact (non-sexual)	Level 1	Level 2	Level 3	Level 4	Level 5
Play fighting or any other aggressive physical contact (for example: hitting, slapping, pushing, grabbing, tripping, shoving, spitting, etc.) by one student directed at another student that does not rise to the level of fighting.	•	•	•		
Excessive physical aggression (Fighting or a physical attack against a student; two or more persons committing violence or inflicting injury to another person.). Note: Self-defense is described as an action taken to restrain or block an attack by another student or to shield oneself from being hit by another person. Responsive action, such as hitting a person back, is not self-defense and may be considered excessive physical aggression.		•	•	•	•
Physical attack against a student			•	•	•
Two or more persons committing violence or inflicting injury to another person				•	•
Use of physical force, including the use of an object, directly against or affecting a staff member of OPRFHS or any adult who is legitimately exercising authority at the school or during any school activity.			•	•	•
Inappropriate touching, exposure, and/or sexual contact (Board Policy 7:20)	Level 1	Level 2	Level 3	Level 4	Level 5
Non-consensual touching of a person's buttocks, breasts, and/or genitals/private areas.			•	•	
Non-Consensual Sexual Activity.				•	•
Consensual Sexual Activity - engaging in sexual intercourse, including oral sex and/or penetration.		•	•		
Physically displaying one's buttocks, breasts, or genitals.		•	•	•	
Removing or adjusting the clothing of another person (including, for example, pulling down another student's pants) in a manner that causes, or was an attempt to cause, the exposure of the other person's undergarments and/or buttocks, breasts, or genitals.			•	•	

Inappropriate use of technology (Board Policy 6:235)	Level 1	Level 2	Level 3	Level 4	Level 5
Inappropriate use of district-provided devices and/or accounts.		•	•		
Accessing a district provided device issued to another person to administer threats and/or search for harmful materials.			•	•	
Attempting to access the District's electronic networks (hacking).			•	•	•
Unauthorized access of the District's electronic networks (hacking)				•	•
Unauthorized access of the District's electronic networks (hacking) that results in a loss of network functionality, altering of records, or breach of confidential/sensitive date.					•
Recordings/images of another person	Level 1	Level 2	Level 3	Level 4	Level 5
Making, transmitting, or distributing any images or recordings, audio or video, in the classroom without teacher permission.	•	•	•		
Making, transmitting, or distributing any recording that has not been approved or authorized by the school or, the voice or image of any other student, staff member or other person without the consent of the person(s) so recorded.		•	•		
Sexual, explicit, obscene, or lewd materials	Level 1	Level 2	Level 3	Level 4	Level 5
Possessing, distributing or observing pornographic material.			•	•	
Possessing, making, transmitting, or disclosing any image of any student, minor, staff member, parent, school volunteer, or other adult with supervisory authority in a nude or partially nude state, regardless of consent.		•	•	•	•
Use of unauthorized items	Level 1	Level 2	Level 3	Level 4	Level 5
The presence of a cell phone on a student's person, in their backpack or otherwise in their physical possession is expressly prohibited during instructional time.	•				
The use of "Smart Watches", Air Pods or other listening devices, or any other non-educationally required device, electronic or otherwise, that detracts from and disrupts the learning environment for any student(s) during instructional time is expressly prohibited and may be subject to confiscation at the teacher's discretion (includes laser pointer, gaming device, etc.).	•	•			

Overview of Suspension, Expulsion and Other Procedures

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

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

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

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

What are the key components of ISR?

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

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

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

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

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

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

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

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

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

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

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

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

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

Rights, Due Process and Jurisdiction

Collaboration is Key

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

Due Process

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

Scope of the Plan and Jurisdiction

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gang Activity:

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

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

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

Inappropriate Attire: See OPRF Student Dress Code

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix

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

5:90 Abused and Neglected Child Reporting
Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability, shall: (1) immediately report or cause a report to be made to the Illinois Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252- 2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm, shall first call 911.

The report shall include, if known:

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

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

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

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

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

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

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

The Superintendent will encourage all District educators to complete continuing professional development that addresses the traits and identifiers that may be evident in students who are victims of child sexual abuse, including recognizing and reporting child sexual abuse and providing appropriate follow-up and care for abused students as they return to the classroom setting.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

The Superintendent shall notify the State Superintendent and the appropriate Intermediate Educational Service Center in writing when he or she has reasonable cause to believe that a license holder was dismissed or resigned from the District as a result of an act that made a child an abused or neglected child. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.

6:235 Access to Electronic Networks
Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.
The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the

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

Internet Safety

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

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

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.
All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.
The failure of any student or staff member to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks,* or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

7:12 Racial Equity Policy
See earlier pages of Handbook for details.

7:20 Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

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

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

Sexual Harassment and Sexual Misconduct Prohibited

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

1. Is sufficiently serious, pervasive, and or persistent and denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status;

2. Has the purpose or effect of:
    a. Substantially interfering with a student's educational environment;
    b. Creating an intimidating, hostile, or offensive educational environment;
    c. Depriving a student of educational aid, benefits, services, or treatment; or
    d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

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

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

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

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

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

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

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

Jurisdiction

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

A. On District property; or
B. Off District property if:

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

Reporting Procedures

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

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

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

Nondiscrimination Coordinator:

Roxana Sanders, Assistant Superintendent for Human Resources
OPRFHS, Room 2166
201 N. Scoville
Oak Park, Illinois 60302
rsanders@oprfhs.org
708-434-3214

Complaint Managers:

Anthony Arbogast, Assistant Superintendent for Business Services
OPRFHS, Room 2157
201 N. Scoville
Oak Park, Illinois 60302
aarbogast@oprfhs.org
708-434-3264

Janel Bishop, Director of Employee Relations and Recruitment
OPRFHS, Room 2158
201 N. Scoville
Oak Park, Illinois 60302
jbishop@oprfhs.org
708-434-3210

Investigation

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

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

Interim Measures

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

- Assist the victim in accessing available community and school supports, such as victim advocacy services, academic support, counseling services, disability, health, or mental health services, and legal advocacy agencies.

- Provide other security and support, which could include the District implementing a no-contact order, changing class schedules (including for the alleged perpetrator(s) pending the outcome of an investigation) or adjustments for assignments or tests; and
- Inform the victim of the right to report a crime to law enforcement simultaneously with filing a complaint pursuant to this policy – and provide the victim with assistance if the victim wishes to do so.

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

Decision and Appeal

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

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

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

Notice of Policy

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

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

Investigation Process

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

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

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

Alleged Incidents of Sexual Abuse

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.
Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*, in addition to any response required by this policy.

Enforcement

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

Responding to Sexual Harassment

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

7:140 Search and Seizure

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

School Property and Equipment and Personal Effects Left There by Students

School authorities may inspect and search property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without individualized suspicion or notice to or consent of the student. Students have no reasonable

expectation of privacy in these places or areas or in their personal effects left there. In addition, the Principal shall require each high school student, in return for the privilege of parking on school property, generally to consent in writing to school searches of his or her vehicle and personal effects therein without individualized suspicion or notice or specific consent of the student.
The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of property and equipment owned or controlled by the school for illegal drugs, weapons, or other illegal or dangerous substances or materials, including inspections conducted through the use of specially trained dogs and metal detectors.

Students and Personal Effects in Student Possession

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

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

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

Seizure of Property

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

Notification Regarding Student Accounts or Profiles on Social Networking Websites

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

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

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.
Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental

disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

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

Definitions from 105 ILCS 5/27-23.7.

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

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

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

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

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

Bullying Prevention and Response Plan

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

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

1. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

2. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Nondiscrimination Coordinator:
Roxana Sanders, Assistant Superintendent for Human Resources
OPRFHS, Room 2166
201 N. Scoville
Oak Park, Illinois 60302
rsanders@oprfhs.org
708-434-3214

Complaint Managers:
Anthony Arbogast, Assistant Superintendent for Business Services
OPRFHS, Room 2157
201 N. Scoville
Oak Park, Illinois 60302
aarbogast@oprfhs.org
708-434-3264

Janel Bishop, Director of Employee Relations and Recruitment
OPRFHS, Room 2158
201 N. Scoville
Oak Park, Illinois 60302
jbishop@oprfhs.org
708-434-3210

Anonymous Reporting call: 708-434-3214

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

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

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

5. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

6. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.

7. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.

8. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

9. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

10. The Superintendent or designee shall assist the Board with its evaluation and

assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

a. The frequency of victimization;
b. Student, staff, and family observations of safety at a school;
c. Identification of areas of a school where bullying occurs;
d. The types of bullying utilized; and
e. Bystander intervention or participation.

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

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

7:190 Student Behavior

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

***When* and *Where* Conduct Rules Apply**

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

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

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct.*
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

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

Weapons

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).

2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a Billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

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

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

Re-Engagement of Returning Students

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

Required Notices

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

Delegation of Authority

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

The Superintendent, Principal, Assistant Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate

procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.
A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program for certain infractions of the Code of Conduct. In school suspensions can be assigned for a full school day or for a partial school day and shall not exceed 5 school days. The program shall include, at a minimum, each of the following:

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

Out-of-School Suspension

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.

2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.

3. An attempted phone call to the student's parent(s)/guardian(s).

4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:

a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
e. Depending upon the length of the out-of-school suspension, include the following

applicable information:

i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
   a) A threat to school safety, or
   b) A disruption to other students' learning opportunities.
ii. For a suspension of 4 or more school days, an explanation:
   a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
   b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
   c) That the student's continuing presence in school would either:

i) Pose a threat to the safety of other students, staff, or members of the school community, or
ii) Substantially disrupt, impede, or interfere with the operation of the school.

iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.

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

7:210 Expulsion Procedures

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
   a. Include the time, date, and place for the hearing.
   b. Briefly describe what will happen during the hearing.
   c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
   d. List the student's prior suspension(s).
   e. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
   f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.

2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing

and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.

3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

4. If the Board acts to expel the student, its written expulsion decision shall:
a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
b. Provide a rationale for the specific duration of the recommended expulsion.
c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

5. Upon expulsion, the District may refer the student to appropriate and available support services.