

OAK PARK &



RIVER FOREST



HIGH SCHOOL



2021–2022 Bell Schedules

Regular Day

Period	Time
Period 1	8:00-8:47
Period 2	8:52-9:39
Advisory	9:44-9:59
Period 3	10:04-10:51
Period 4	10:56-11:43
Period 5	11:48-12:35
Period 6	12:40-1:27
Period 7	1:32-2:19
Period 8	2:24-3:11

Wednesday: Late Start

Period	Time
Teacher Col. Meetings	8:00-9:30
Period 1	9:45-10:21
Period 2	10:26-11:06
Period 3	11:11-11:47
Period 4	11:52-12:28
Period 5	12:33-1:09
Period 6	1:14-1:50
Period 7	1:55-2:31
Period 8	2:36-3:11

Assembly 8A/8B Fall Spirit Assembly

40 Min. Classes and 67 Min. Assembly

Period	Time
Period 1	8:00-8:40
Period 2 & Announcements	8:45-9:29
Period 3	9:34-10:14
Period 4	10:19-10:59
Period 5	11:04-11:44
Period 6	11:49-12:29
Period 7	12:34-1:14
Period 8A (All in Class)	1:19-1:59
Period 8B (All in Assembly)	2:04-3:11

Assembly 2A/2B- Traditions of Excellence

40 Min. Classes and 55 Min. Assembly

Period	Time
Period 1	8:00-8:40
Period 2A (NO Announcements)	8:45-9:40
Period 2B (NO Announcements)	9:46-10:41
Period 3	10:46-11:26
Period 4	11:31-12:11
Period 5	12:16-12:56
Period 6	1:01-1:41
Period 7	1:46-2:26
Period 8	2:31-3:11

Assembly 8A/8B Winter Spirit Assembly

40 Min. Classes and 67 Min. Assembly

Period	Time
Period 1	8:00-8:40
Period 2 & Announcements	8:45-9:29
Period 3	9:34-10:14
Period 4	10:19-10:59
Period 5	11:04-11:44
Period 6	11:49-12:29
Period 7	12:34-1:14
Period 8A (All in Class)	1:19-1:59
Period 8B (All in Assembly)	2:04-3:11

Assembly 2A/2B- MLK Assembly

40 Min. Classes and 55 Min. Assembly

Period	Time
Period 1	8:00-8:40
Period 2A (NO Announcements)	8:45-9:40
Period 2B (NO Announcements)	9:46-10:41
Period 3	10:46-11:26
Period 4	11:31-12:11
Period 5	12:16-12:56
Period 6	1:01-1:41
Period 7	1:46-2:26
Period 8	2:31-3:11

Assembly 2A/2B- TEAM Game Assem.

40 Min. Classes and 71 Min. Assembly

Period	Time
Period 1	8:00-8:40
Period 2A (NO Announcements)	8:45-9:25
Period 2B (NO Announcements)	9:30-10:41
Period 3	10:46-11:26
Period 4	11:31-12:11
Period 5	12:16-12:56
Period 6	1:01-1:41
Period 7	1:46-2:26
Period 8	2:31-3:11

Assembly 3A/3B Mem. Day & Locker Clean

40 Min. Classes, 52 Min. Assembly, 15 Min. Lockers

Period	Time
Period 1	8:00-8:40
Period 2 & Announcements	8:45-9:29
Period 3A (All in Class)	9:34-10:14
Period 3B (All in Assembly)	10:19-11:11
Period 4	11:16-11:56
Period 5	12:01-12:41
Period 6	12:46-1:26
Period 7	1:31-2:11
Locker Cleanout	2:11-2:26
Period 8	2:31-3:11

The signature below certifies the
following two items:

That I have received the 2021-2022 Student Planner & Handbook
and that I acknowledge that I am responsible for its contents;

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

Signature: _____

ID #: _____

The information in this book was supplied and approved by the school.
Information and published event dates are subject to change.



© Global Datebooks. Printed in China. All rights reserved.
No part of this publication may be reproduced.
45 Bartlett Street • Marlborough, MA 01752 • (800) 610-1089
www.globaldatebooks.com • info@gprinting.com



In an effort to promote a healthy environment for individuals with latex sensitivity, NO BALLOONS are allowed in the building or on school property.



In an effort to promote a healthy environment for individuals with food allergies, NO FOOD OR DRINK is allowed in the classroom.



Oak Park and River Forest High School



2021-2022

Student Planner & Handbook

Property of: _____

Counselor/Advisory: _____

Dear OPRF Students,

I would like to enthusiastically welcome you to Oak Park and River Forest High School for the 2021-2022 academic year! I, along with every individual who works at the school, am excited to have students back in our classrooms and hallways filling them with the energy and enthusiasm for learning! This year more than ever we look forward to every student having the opportunity to experience our warm and welcoming school environment in-person! The challenges have been many this past year and a half with many of us experiencing the highs and lows of this pandemic in a variety of ways; but we have triumphed and it is now time to put those times in our rearview mirror and step into a promising tomorrow.

At this point, we are all feeling like newcomers to the building. Not only do we have a new freshman class joining us, but some of you have not been in the building in a long time. Add to that the construction that has been going on since school closed, all of us will be coming back to a very different-looking school building. Upon returning to the building, you will see a brand new Welcome Center and main entrance. The rooms in the building will be renumbered in a manner that allows for rooms to be located with ease on every floor. This in itself is exciting, but not more than having you back in these spaces.

Your connection to our school community is our number one priority. OPRF has so much to offer you by way of diverse course offerings, an extensive array of clubs and extracurriculars, and a school community full of engaged, thoughtful, and creative faculty, staff, and students. This handbook is designed to help ensure that you have the information you need to find success here. Among other important information, enclosed you will find three notable items: the school calendar for the year complete with academic and extracurricular events, planning space for you to practice your Executive Functioning skills by staying organized, and critical policies approved by our Board of Education. This is indeed your school and it is a remarkable place.

Please familiarize yourself with all the information contained within this handbook. Make sure to pay close attention to the Behavior Education Plan; this will be the first year of full implementation and careful reading will help you fully understand the school's commitment to the use of restorative practices throughout the building. You will hear more about it and other activities during our reimagined student advisories.

This is going to be an amazing year! I want to thank you for everything you will contribute to keep the OPRF tradition of excellence thriving. You are part of a legacy that settles for nothing less than "Those Things That Are Best." Go Huskies!!



Lynda J. Parker
Assistant Superintendent/Principal

Table of Contents

Absences & Attendance	41-47	Health Services	36-37
Abused & Neglected Child		Homeless Education Rights	40
Reporting Policy	86-87	Homework	6
Academic Honesty Guidelines	61-62	Identification Procedure & Library Card	18
Academic Learning Programs	12	Interscholastic IHSA Sports	14
Access to Electronic Networks Policy	104-105	Intramurals and Open Gym	14
Administrative Collaboration Team	2	Keys to Academic Success	6
Advertising School Sponsored Events	33	Library	22
Behavior Education Plan (BEP)	64	Locks & Lockers	18-19
Bell Schedules	Inside Cover	Lost & Found	22
Board of Education	1	Lunch Options (Modified Campus)	31
Bookstore	20-21	Motivational Mentorship	10
Bullying, Intimidation &		Mission, Vision, Values Statements	4
Harassment Policy	94-96	Non-Invasive Drug Tests	80
Cafeteria	27-29	Operational Services	108
Clubs & Activities	13-14	Parents Right-to-Know	60
Code of Conduct (See BEP)	64	Personal Property	80
Code of Conduct Responsibilities		Pupil Support Services (PSS)	10
(See BEP)	64-71	Prevention and Wellness Coordinator	11
Counselors	3,10	Racial Equity Policy & Procedures	48-57
Dances	34	Registrar	38-39
Deans of Students	3,11	Reporting Sexual Harassment	92-93
Defibrillator	36	Resources for Wellness	32
Detentions (See BEP)	79	Restorative Practices	72
Discipline Hearing (See BEP)	81	Rights & Responsibilities	66-71
Discipline, Overview of the		School Spirit (Songs)	5
Progression (See BEP)	73-78	School Sponsored Events	31-35
Discipline Policy (See BEP)	99-100	Search & Seizure Policy	106-107
Drill/Evacuation Procedures	110-111	Sexual Harassment Policy	87-91
Dress Code	23-26	Solicitation	33
Due Process	81	Social Workers	11
Elevator Use	36	Student Behavior Policy	97-101
Emergency Closing of School	111	Student Records Policy	39
Events	33-35	Student Searches	80
Executive Cabinet	1	Suspension Procedures	102
Executive Functioning Tips	8-9	Suspensions, Expulsions &	
Expulsion Procedures	103	Other Procedures Overview (BEP)	79-80
Extra-Curricular Activities &		Tardy Procedures	47
Code of Conduct/ Information	13-17	Testing Center	7
Food Deliveries	31	Text Hotline	32
F.R.E.E.	10	Tornados	110
General Information	3	Transformative Ed Leadership Team	2
Glossary of Terms in Code of Conduct	82-85	Transportation	22
Grievance Policy	58-60	Tutoring Center	7
Guidelines for Behavior	63	Visitors	19
Hard/Soft Lockdowns	111	Weapons	100
		Withdrawals & Transfers	38

Oak Park and River Forest High School
201 N. Scoville Avenue
Oak Park, IL 60302
(708) 383-0700
www.oprfhs.org

DIRECTORY

Board of Education

President	Ms. Sara Dixon Spivy
Vice President	Mr. Tom Cofsky
Secretary	Mr. Ralph Martire
Member	Mr. Fred Arkin
Member	Ms. Gina G. Harris
Member	Mr. Kebreab Henry
Member	Dr. Mary Anne Mohanraj

Executive Cabinet

Assistant Superintendent for Human Resources	434-3214
Dr. Roxana Sanders	
Assistant Superintendent/Principal	434-3215
Ms. Lynda Parker	
Assistant Superintendent for Student Learning	434-3688
Dr. Laurie Fiorenza	
Chief Financial Officer	434-3264
Ms. Cyndi Sidor	
Executive Director of Communications & Community Relations	434-3691
Ms. Karin Sullivan	
Executive Director of Education Technology	434-3275
Mr. Christopher Thieme	
Executive Director of Equity & Student Success	434-3373
Dr. Patrick Hardy	
Executive Director of Operations	434-3220
Mr. Ronald Anderson	
Executive Director of Special Education	434-3106
Ms. Shalema Francois-Blue	
Superintendent	434-3211
Dr. Gregory Johnson	

Transformative Ed Leadership Team (TELT)

Assistant Superintendent/Principal Ms. Lynda Parker	434-3215
Assistant Superintendent for Student Learning Dr. Laurie Fiorenza	434-3688
Athletic Director Ms. Nicole Ebsen	434-3000
Director of Infrastructure Services Mr. Ak Kahmanne	434-3272
Director of Student Activities Ms. Susan Johnson	434-3174
Director of Student Learning Ms. Julie Lam	434-3205
Director of Student Services Ms. Faith Cole	434-3258
Divisional Director of Special Education Dr. Lesley Roberts	434-3105
Executive Director of Education Technology Mr. Christopher Thieme	434-3275
Executive Director of Equity and Student Success Dr. Patrick Hardy	434-3373
Lead Dean of Students Ms. Janel Bishop	434-3726

Administrative Collaboration Team (ACT)

Director of Student Learning Ms. Julie Lam	434-3205
Divisional Director of Special Education Dr. Lesley Roberts	434-3105
English Division Head Mr. Brian Conant	434-3378
Fine and Applied Arts Division Head Dr. Semaj Coleman	434-3257
History Division Head Ms. Amy Hill	434-3379
Mathematics Division Head Dr. Julie Frey	434-3748
Physical Education and Driver Education Division Head Mr. Brian Beyers	434-3250
Science and Technology Division Head Mr. Matthew Kirkpatrick	434-3749
World Languages Division Head Ms. Claudia Sahagun	434-3884

Deans of Students

Ms. Janel Bishop	434-3726
Ms. Andrea Neuman	434-3731
Mr. Jonathan Silver	434-3725
Ms. Alisa Walton	434-3727
Ms. Carla Williams	434-3724

Counselors

Ms. Brandi Ambrose	434-3711
Ms. Meghan Cahill	434-3716
Ms. Julie Fuentes	434-3709
Ms. Jacqueline Hanson	434-3705
Mr. Joseph Herbst	434-3707
Mr. Darryl Hobson	434-3207
Ms. Kris Johnson	434-3714
Ms. Heidi Lynch	434-3715
Mr. Esteban Medina	434-3718
Mr. Peter Nixen	434-3712
Ms. Carolyn Ojikutu	434-3713
Mr. Darek Radziszewski	434-3708
Mr. Thaddeus Sherman	434-3841
Mr. Scott Sponsler	434-3717
Ms. Erica White	434-3710

General Information

Bookstore	434-3140
Coordinator of Learning, Analytics and Supports	434-3225
Ms. Kristen McKee	
Director of Buildings and Grounds	434-3198
Mr. Fred Preuss	
Director of Campus Safety	434-3099
Mr. David Walksler	
Food Services Director	434-3142
Ms. Micheline Piekarski	
Health Services	434-3234
Ms. Julee Terretta	
Registrar	434-3260
Ms. Carmen Lopez	
Registrar and Residency Coordinator	434-3262
Ms. Gabriela Martinez	
Trauma Informed School Interventionist	434-3286
Cherylynn Jones-McLeod	
Transition Specialist	434- 3107
Mr. Lee Williams	

Excellence our Tradition
Diversity our Strength

Mission:

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

Vision:

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

Values:

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

Welcoming Community/Safe Zone Resolution:

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

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

School Mascot
School Colors
Athletic Affiliation

The Siberian Husky
Burnt Orange and Navy Blue
West Suburban Conference
Illinois High School Association

Accreditation

State of Illinois
North Central Association of Colleges and Schools

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

School Spirit

S - Support of our school

P - Pride in our accomplishments

I - Improvement - our goal

R - Respect for each other

I - Integrity - our ideal

T - Tradition of excellence

Strong school spirit is characterized by:

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

School Hymn

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

The Loyalty Song

We're loyal to you Oak Park High,
We're orange and blue, Oak Park High.
We'll back you to stand against the best in the land,
For we know you've got sand, Oak Park High!

Go crashing ahead, Oak Park High!
Go smash that blockade, Oak Park High!
Our team is a fame protector, Run, team for we expect
A victory from you, Oak Park High!

Keys to Academic Success

Develop a positive approach to school

- ✓ Write down assignments immediately in your daily planner.
- ✓ Notify your Counselor if you are going to be absent more than two days so that you may have homework sent to you.
- ✓ Take advantage of the variety of extra-curricular activities that the school offers.
- ✓ Leave time to relax.

Develop good study habits

- ✓ Take advantage of study halls and study time at home to get homework done.
- ✓ Study in a quiet location with plenty of room to work and sufficient light.
- ✓ Study at a regular time each day.
- ✓ Review the work of each subject regularly throughout the term.
- ✓ Keep an organized notebook or binder.
- ✓ Avoid cramming for test and exams.
- ✓ Devote extra time to difficult subjects.
- ✓ Keep records of your grades.
- ✓ Anticipate possible questions for tests and prepare answers.
- ✓ Use the tutoring center.

Begin to think about your future goals

- ✓ Visit the Career and College Center in Room 2135 and become familiar with the resources that describe college and career options, including Naviance.
- ✓ Read the brochures and pamphlets that are available to you.
- ✓ Discuss your career interests with your Counselor and teachers.
- ✓ Check your school email regularly

Homework

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

Student Support Services

The Testing Center

Students can access the Testing Center, Monday -Thursday from 7:15 a.m. - 3:45 p.m. and on Friday from 7:15 a.m. - 3:30 p.m. in room 2336.

The Tutoring Center

The OPRFHS Tutoring Center is open to all students for academic and executive functioning support. Students come to the Tutoring Center to work directly with tutors, use computers, complete assignments and utilize material resources in the center. Students may also fulfill assigned study table requirements before, during or after school by using the center for work completion and/or working directly with a tutor.

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

The Tutoring Center is open Monday-Thursday from 7:15am to 5:00pm and on Friday from 7:15am to 4:30pm in room 2315

Student Expectations

Students should expect to:

- Utilize the Tutoring Center between the hours of 7:00 a.m. and 5:00 p.m. in the room 2315;
- Receive support on a walk-in or scheduled basis;
- Arrive prepared to ask questions and receive guidance.

Attend during Study Hall if needed:

- Report immediately to assigned study hall on time;
- Ask for permission to go to a different area for academic support from the study hall supervisor or provide the study hall supervisor with a signed pass from the Tutoring Center to attend during the time of the scheduled study hall;
 - a. Request must be purposeful;
 - b. Attendance at the Tutoring Center will be monitored and verified by the study hall supervisor;
- Student should expect to remain in the Tutoring Center for the duration of the period.

Attend during Lunch and/or Modified Closed Campus:

- Report to lunch and request a hall pass from the designated member of the Safety and Support staff to attend the Tutoring Center after lunch is consumed;
- The Tutoring Center is not a designated eating space so students will need to consume lunch prior to arriving;
- Students should expect to remain in the Tutoring Center for the duration of the lunch period, after arriving.

Executive Functioning Tips for a Successful Year

Organization

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

Time Management

- ☐ Have a dedicated homework time and space; use it daily
- ☐ Break larger assignments or projects into smaller attainable goals with target completion dates
- ☐ Check off projects/tasks when completed
- ☐ For upcoming tests/assessments, create a study plan over a period of days *before* the test

- ☐ Do your best to get 8 hours of sleep each night
 - ☐ Avoid caffeine and active screen time 2 hours before bedtime
 - ☐ Leave your phone to charge; don't take it to bed with you

Study Skills

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

Homework Completion

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

Reward yourself with incentives, even reward small steps!

Extra-Curricular Academic Support Program (Study Table)

Tutoring Center

All students participating in activities or athletics that violate the C Pass to Play Policy (Rule) must attend the Academic Support Program for three (3) 50 minute sessions during that week or receive assistance from an OPRFHS teacher (approved tutor) for 150 minutes during that week. Failure to meet the time requirements (hours) for academic support will result in the student becoming ineligible for extra-curricular activities the following week. The Academic Support Program functions in alignment with our Tutoring Center and meets in the Tutoring Center (293 West) from 7:00 a.m. – 7:45 a.m. (Monday - Friday), 3:05 p.m. – 5:00 p.m. (Monday-Thursday) and 3:05 p.m. - 4:30 p.m. on Fridays. Students may also choose to receive academic support during our Late Start Wednesdays. On designated Wednesdays, students can receive academic support in the Tutoring Center from 7:00 a.m. - 9:45 a.m.

Motivational Mentorship

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

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

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

Pupil Support Services

Pupil Support Services (PSS)

Every student is automatically assigned to a Pupil Support Services (PSS) Team. The PSS Team enhances the school's ability to work with students on behaviors that undermine their academic or social/emotional success. The PSS Team provides a formal, consistent opportunity for key staff members to share vital information that supports student success. The teams consist of three counselors, a dean of students, a student youth therapist and if applicable the substance abuse prevention coordinator. All teams are located in Rooms 2135, 2151, 2250 and 3151.

Counselors

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

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

Dean of Students:

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

The Dean of Students will hold each student accountable for daily attendance and for any violation of the Behavior Education Plan and will assign appropriate consequences.

School Social Workers:

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

Prevention and Wellness Coordinator: Our Prevention and Wellness Coordinator works with the high school student population to provide effective drug and alcohol prevention; assessment, referral, and linkage to outside services; and short-term counseling and relapse-prevention services. The goal of these services are to provide educational awareness on effective drug and alcohol prevention programming that addresses the unique needs of the OPRFHS student population and is designed to become an integral part of the high school community.

Expectations Regarding Written Assignments

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

Academic Learning Program

The Academic Learning Program is an in-house resource for students with specific learning needs and profiles. There are two components to the program that address some of the unique needs of students within the district.

In-School Credit Recovery (ISCR)

An online academic program designed to support students with credit completion. Students in the program demonstrate a need to accelerate their academic progress and/or demonstrate a need for a different learning venue and format. Students are typically referred through PSS Teams and must complete an in-take process before being enrolled. The credit recovery program is designed to support learners with the following profile:

- multiple failures
- limited options towards credit recovery•
- a proficient level of literacy skills
- the ability to work independently and to self- monitor academic progress
- desire or need to remain at OPRFHS
- a recommendation from PSS Team

Part-time Credit Recovery Option

Students who fit the program profile and who need to recover credits, due to multiple failures, can have credit recovery courses added to their schedule during study halls as a way of recovering credits. Students will participate in the in-take process and courses must be approved, prior to starting the program.

Full-time Credit Recovery Option

Students who fit the program profile, who need a full-time credit recovery option, can take ISCR between 8:00 a.m. – 3:04 p.m. Students will have a full course-load and will be released for lunch as assigned.

Academic Enrichment (AE)

This course is designed for students who have not fully maximized their success in school and who need daily hands-on mentoring support and skill development to better ensure their academic success. These are semester-long, credit bearing courses taught by certified teachers.

Extra-Curricular Activities

Numerous opportunities are provided for students to meet new people and to enrich their educational experiences through participation in clubs, activities and athletic competition. Questions regarding clubs and activities should be directed to the Director of Student Activities. Questions regarding athletics should be directed to the Athletic Director.

Clubs and Activities

A Place for All (Gay Straight Alliance)	Japanese Club
Adventure Ed Club	Jazz Band II *
Anime	Jewish Student Connection
Art Club	JSA
ASPIRA (Latin Leadership Club)	Little Theatre Plays (4 Per Year)
Best Buddies	Make Up, Theatrical
Bioengineering	Marching Band & Flags
Black Leader's Union (BLU)	Minority Student Alliance
Business Club	Mock Trial
Charitable Crafting Club	Movie Critics Club
Chemistry Club	MSAN
Chess Team	Musical Review Club
Chinese Cultural Society	One Acts
Computer Programming Club	Orchesis*
Cosmetology Club	Pan Asian Leadership Society
Creative Writing Club	Pep Band
Crest (Literary Magazine) *	Photography Club
Debate Team	Robotics
Drama Club	Scholastic Bowl
Environmental/Biology Club	Science Fiction & Fantasy Club
Ethics Bow	Science Olympiad
FCCLA (Family, Career & Community Leaders of America)	Shakespeare Performance - and Competition Club
Fellowship of Christian Athletes (non-school sponsored)	Show Choir (Note Worthy)
FREE	Sign Language Club
French Club	Snowball Leaders
Freshman Class Council	Spanish Club
Friendship Bracelet Making Club	Speech Team
German Club	Spoken Word
Gospel Choir & Gospel Dance (Harmony)	Sports Medicine Club
Graphic Design Club	Student Advocating for Equity (SAFE)
Healthy Youth Peer Educators (HYPE)	Student Council
Hip Hop Club	Students in Service
History Club	Studio 200 *
Huskie Athletic Council	Synchronized Swim Team
Huskie Helpers	Table Tennis Club
Huskie Spirit Council	Tau Gamma
International Club	
Intramurals	
Theatre Props/Crew	

Vegetarian Club
Video Game Club
Vocal Jazz Ensembles
Wheel Throwing/Empty Bowls Club
Women in Leadership
Youth, Action and Civics (YAC)
Youth Conference

Interscholastic IHSA Sports*

Girls: Badminton
Basketball
Cheerleading
Cross Country
Drill Team
Field Hockey
Golf
Gymnastics
Lacrosse
Soccer
Softball
Swimming
Tennis
Track and Field
Volleyball
Water Polo

Boys: Baseball
Basketball
Cross Country
Football
Golf
Lacrosse
Soccer
Swimming
Tennis
Track and Field
Volleyball
Water Polo
Wrestling

Intramurals and Open Gym

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

* Tryouts, auditions or invitations required

Frequently Asked Questions About Extra-Curricular Activities

Q: Do I have to join a club?

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

Q: What if I just want to assist with school-wide events and not commit to any one club or activity?

A: We encourage you to find a club that fits you; however, there are several opportunities to be on committees to plan all school events, or prom planning.

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

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

- First, you can always go to the Student Activity Office to ask for information about club meetings, times and dates.
- Many clubs inform students about upcoming meetings and events during daily announcements in Advisory.
- If you missed the announcements, or cannot hear them, they are posted each day at www.oprfhs.org/activities. They are also emailed to all students.
- Follow @oprffactivities on Instagram to stay well informed!

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

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

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

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

Extra-Curricular Information

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

Students must follow the school's attendance policy or forfeit the right to participate in extra-curricular activities. If a student does not attend at least 4 classes (not including lunch) on the day of a competition or event, he or she is ineligible to participate.

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

Extra-Curricular Code of Conduct

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

- Use or possession of alcohol, tobacco products and/or controlled/illegal substances
- Being present at an underage party or activity where illegal drugs or alcohol are available
- Violations of academic integrity and ethics
- Violations of the OPRFHS Code of Conduct, examples include, but are not limited to; sexual harassment, sexual misconduct, gang activity, fighting, vandalism, theft, harassment, bullying, cyber-bullying and hazing
- Any criminal offense or conduct or activity which is detrimental to OPRFHS or the Extra-Curricular Program

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

All Extra-Curricular Programs are expected to abide by the Code of Conduct, yet the following are to submit the paperwork:

<i>*All IHSA Athletics</i>	Gospel Choir	Orchesis	Women in Leadership
<i>*All Presidents or Captains of Clubs</i>	HYPE	Pep Band	Youth Activism & Civics
<i>*Any other club as seen fit by the club Sponsor or Admin</i>	Jazz Band II	Robotics	<u>IHSA Clubs:</u>
Best Buddies Officers	Jazz Ensemble	Shakespeare Comp.	- Chess Team
Black Leaders Union	Little Theatre Plays	Show Choir	- Debate Team
Crest	Marching Band & Flags	Snowball Leaders	- Math Team
Ethics Bowl	Mock Trial	Spoken Word	- Speech Team
FCCLA	Model UN	Stage Crew	- Scholastic Bowl
Fr. Class Council Off.	MSAN	Stu. Council Officers	
	Multi-Cultural Leadership	Synchronized Swim	
	Musical Theatre Cast	TEAM	
	Next Up	Vocal Ensemble	

What are the consequences of a Code of Conduct Violation?

- 1st Offense: The advisor in conjunction with the Director of Student Activities or Athletics will make a determination on the appropriate consequence based upon each unique circumstance. The student may miss up to 25% of their competition/performance season.
- 2nd Offense: The student may be dismissed from the extra-curricular activity for up to one calendar year. Additional consequences may be issued.
- 3rd Offense: The student will be suspended for one year from extra-curricular activities and may be prohibited from participating for the remainder of the student's high school career.

Attendance Regulations

Students are expected to attend 4 Class periods in order to attend the after school activity. Sponsors/Coaches will be aware of school attendance and the student won't be able to participate or compete if they miss 5 or more class periods in one day.

Appeals Procedure

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

The Appeals Procedure is as follows:

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

School Information

Identification (ID) Procedure and Library Card

Each student attending Oak Park and River Forest High School will be given an identification (ID) card. Students are required to have their Student ID in their possession at all times during the school day and at school related activities. Lunch periods will also be shown on all IDs or phone app. This ID card or phone app also serves as your OPRFHS library card. Students will be required to show their Student IDs or phone app to enter the library, labs, tutoring center, college center, etc.) Juniors and Seniors that have the modified campus lunch option will be required to show their ID or phone app and have them scanned prior to leaving the building for lunch. If students are asked to show their ID to a staff member and they do not have their ID they will be sent to the Attendance Office (Room 104) to be issued a temporary ID or to purchase a replacement ID for \$5.00. Additional lanyards can also be purchased for \$1. Students must have their temporary ID in their possession at all times and show it upon request and in order to be allowed into the locations listed above. Temporary IDs expire at the end of the day they are issued. Replacement IDs may be purchased in the Attendance Office before school, during lunches, and after school. Students are required to present their ID card for any of the following reasons:

- Upon the request of any OPRFHS faculty or staff member. Students are always expected to identify themselves. Failure to do so is a violation of the Behavior Education Plan.
- Checking out books from the library.
- Admission to all dances, athletic events, and all school related events.
- Upon being approached by a Police Officer when outside of the building during the school day.

Students will only be allowed to get four temporary IDs per quarter. These are given by the Attendance Office staff. When a student is without an ID for the 5th time, they will be required to purchase a replacement ID. If a student does not have the fee, it will be placed on the student's financial obligation record.

Locks and Locker Information

Locker Assignments and Lock Purchases

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

Lock and Locker Guidelines

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

- Push lock down until it clicks; then spin the dial.
- Blue combination locks are for hallway lockers and Gray combination locks are for P.E locker rooms.
- Keep the lock combination private and use only the assigned locker.
- Do not share lockers with other students.
- To prevent someone from switching your lock with theirs, do not leave your lock unattended at any time.
- Report any trouble with your lock or locker to the Welcome Center.
- Do not deface lockers.
- Clean out your contents at the end of the school year, BUT KEEP YOUR LOCK ON YOUR LOCKER. If this is not done, the contents will be removed by the school and may be discarded. SENIORS should take their locks home at the end of the school year.
- Hall lockers must have school-issued locks.
- Do not use hall lockers during summer school.

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

Student Deliveries

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

Visitors

For the protection of students, staff and school property, visitors are subject to administrator approval. In general, Oak Park and River Forest High School will not permit students to bring visitors to school. During the school day, visitors may enter the building only at the main front doors and must submit their photo ID and secure a pass from the Welcome Center (Room 105).

Transfer Student Tours

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

Bookstore - Room 1337

General Information

- Hours: 7:30 a.m. - 3:45 p.m. Hours will vary during the opening days of each semester and the summer.
- Payments: Additional books and supplies beyond what is provided under the Instructional Material Fee will be available for purchase in the Bookstore. Payment may be made in cash, by credit card (Visa, Master Card, or Discover) or by personal check. There is a \$10 minimum purchase in order to use a bankcard. Personal checks must be commercially imprinted with a name and check number. Please write the phone number of the signer and the student ID number on the check. The Bookstore does not accept any business checks (including DBA).

Books/Supplies

The Instructional Materials Fee (IMF) of \$268 per student enrolled at OPRFHS both on and off campus, covers all instructional materials for all courses during both semesters of the school year. This mandatory fee should be paid online along with the mandatory District Fee, Technology Fee and Drivers Education Fee, if applicable.

The Instructional Material Fee includes the first set of:

- District-loaned textbooks (checked out to individual students). All textbooks must be returned at the end of the year (or semester, for semester long classes) by publicized deadlines to avoid replacement and late return charges.
- Paperback books and workbooks (students keep)
- Course article packet handouts (students keep)
- Initial art and photo supply kits (students keep)
- Lab kits (students keep)

The items NOT included in the fee are:

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

If a family feels their fees would cause economic hardship, they can apply annually for a Fee Waiver by applying for the Free or Reduced Lunch Program with the current form by August 1. If a student qualifies for Free Lunch per the Federal Guidelines, then all fees would be waived. If a family qualifies for Reduced Lunch, then their student's fees would be reduced to equal 10% of each individual fee. Obligations that are not included in the Fee Waiver or Reduction Plans consist of those such as late or damaged book charges; ID replacement charges; unreturned library books; unreturned ice packs; etc. If a family does not qualify for a waiver or reduction, payment plans can be set up in the Bookstore. Call 708-434-3940 for more information.

Please note: Unpaid monetary obligations will stop a transcript from being sent to your next high school, college, university, or employer.

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

Lost and Found

Students are responsible for their belongings at all times. Care should be taken to lock hall and gym lockers securely. Lock combinations should never be shared. All items that are found should be taken directly to the Welcome Center. Items will only be stored for a short period of time prior to disposal; books and backpacks are taken to the Bookstore. Clothing items are taken to the Lost and Found Closet, and all other valuables are kept in the Welcome Center safe. If the student's name, ID # and the current year are listed, the Bookstore makes every attempt to inform the student that the book/backpack has been found.

Transportation

PACE and CTA are both using the Ventra system for student fare cards. *Ventra student permits can be applied for by mail.* Log into the Ventra website (www.ventrachicago.com), print out the application for a student permit, and mail to Ventra with a \$2 check, money order, or cashier's check. The student card will be mailed to the school and you will be notified when it arrives in approximately two weeks. While generally a reduced student fare is deducted from the card on school days during school hours, please refer to the Ventra website for specifics about the fare restrictions. *Cards must be renewed for each summer term, and again each fall for the new year.* To renew, one must fill out the RENEW Student Reduced Fare Riding Privileges form for that time period, which the student can pick up from the OPRFHS Bookstore as it has the necessary school signatures, and return it to Ventra by email, fax or mail. If your card is lost or stolen, you will need to use the REPLACEMENT Form and call Ventra to deactivate the lost or stolen card.

Library

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

The student ID serves as a library card for checking out books. The library is open each school day from 7:30 a.m. until 3:30 p.m.

Students are encouraged to take responsibility for all materials they check out. While fines are not incurred for overdue books, students must pay for damaged or lost items.

Students will benefit from using the library and its resources during their years at OPRFHS. It is a place to read and research on their own, and to come with their teachers and classes for in-depth research and book talks. All are welcome.

OPRFHS Student Dress Code

Dress Code Philosophy

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

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language including profanity, hate speech and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct activities.

- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

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

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

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

3. Students may wear, as long as these items do not violate Section 1
 - Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff member
 - Religious headwear
 - Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).

- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. Students cannot wear:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)

5. Dress code enforcement

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

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
 - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.

- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dresscode violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - accusing students of “distracting” other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Student Advocate or a Dean of Students.

**Many thanks to ETHS and Oregon Public Schools/Oregon Now for sharing their policies!*

Cafeteria

General Information

Hot and cold breakfasts are served in the North Cafeteria and are available from 7:15 - 7:50 a.m. Lunch is served during periods 4, 5, and 6. Afternoon snacks are available in the North Cafeteria from 3:04 - 5:00 p.m.

Modified Campus Lunch Options

Freshman and Sophomore Lunch

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

Junior and Senior Lunch Options

Junior and senior students will have the option of eating in the North Student Cafeteria or leaving the campus during their assigned lunch period. Students may leave campus provided that parent permission for open campus lunch is on file with the school, and the conditions set forth by the Administration to earn the privilege of open campus lunch are met. Eligible juniors and seniors who choose to leave the building must exit the building within the five-minute passing period. Gathering for lunch at lockers or in the halls is not permitted. Students who leave the building and wish to re-enter during the lunch period must use the North Cafeteria Exit 9. STUDENTS ARE NOT PERMITTED TO LOITER AROUND THE PERIMETER OF THE BUILDING.

Modified Closed Campus (MCC) Eligibility Requirements

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

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

- They have parent approval documented in Family Access...

And... they meet these other conditions:

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

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

Juniors and seniors who choose to stay at school for their lunch period will eat in the North Café. Students who leave campus for their assigned lunch period must exit and re-enter through the Mall doors by the North Cafeteria ONLY. Students will not be permitted to loiter around the building perimeter during off campus lunch.

A student will lose off-campus privileges for the remainder of the quarter if he/she fails to meet any of these conditions. We will reset the system every 4 ½ weeks (middle and end of each quarter) so that students have the opportunity to regain the privilege if it was lost due to any of the aforementioned conditions. ALL juniors and seniors who have parent approval documented in Family Access will begin the 2021-22 school year with the off-campus lunch privilege.

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

Q: When does a student need a pass?

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

Q: Does this mean a student can't go to the Library or Tutoring Center during study halls or lunch?

A: Students may go to the Library or Tutoring Center., Students must check into the study hall first and obtain a pass from the study hall supervisor after attendance has been taken. During lunch periods, students may obtain passes to the Library to "Read or Research" or Tutoring Center simply by asking one of the lunch monitors to issue a pass.

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

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

Q: Why do students need to report to study hall first before going to a different location for support?

A: Since we are responsible for knowing where our students are and helping them identify supports, we think it is important for students to touch base with the study hall supervisor before going to other locations. Study hall supervisors will have an opportunity to input accurate attendance and to discuss with students possible options to obtain the support they are requesting. Since study halls are considered an academic support area, students should know and feel that study halls are spaces for them to complete academic work and they are scheduled for this purpose.

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

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

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

A. As noted above, we are fortunate to have teachers, counselors, etc. who gladly meet with students during their own planning and lunch periods. We will continue to support and encourage those connections.

However, we simply cannot meet the needs of students and staff with food allergies – nor can we keep mice and bugs at bay -- if we allow food consumption and disposal in our classrooms and instructional spaces. Food needs to stay in the cafeterias (and a few other designated areas with prior arrangement through Food Services). As outlined above, students can get a pass in advance from any staff member they hope to spend time with, thereby ensuring the person is expecting them. A student can use the pass to leave from the Cafeteria area, so they can eat lunch first.

Q: If a student does not have a pass, what will happen?

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

Q: Why do students need to wait 5 minutes in their study hall room before being allowed to go to a different location?

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

Q: Can a student ask for a pass during the first 5 minutes of class?

A: We are discouraging any hallway movement during the first 5 minutes of each class period, as noted above. But certainly, teachers can give their students hall passes at any time to attend to any necessary personal care needs. This is at the teacher's discretion.

Q: What are the hours of the Tutoring Center?

A: The Tutoring Center is open from 7:00 a.m. – 5:00 p.m. Monday thru Thursdays, and 7:00 a.m. – 4:30 p.m. Fridays.

Q: Where is the Tutoring Center located?

A: The Tutoring Center is now located in room 2315

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

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

Q: Can a student order lunch and have it delivered to school?

A: Students are not permitted to order lunch for delivery into the building.

Q: Can a student use the restroom during lunch?

A. Students are permitted to leave the cafeterias without passes to go to the restrooms. Our directive for our staff is to simply allow students who need to go to the bathroom during lunch to go.

Q: What about accessing lockers?

A. We do not take attendance at or record tardies in the lunchroom. Students are free to go to their lockers prior to heading down to the cafeteria. They are not marked tardy for arriving at the cafeterias after the bell rings. Once the period starts, students in the lunchroom may not leave to go to their lockers.

Places to Go During Lunch Periods

As indicated in the Modified Closed Campus procedures, after five minutes, students may leave the cafeteria to study in designated areas. A Safety and Support Team member will be stationed outside Room 174 in the Student Activities Center to write passes. Students may request a pass to the:

- Library
- Tutoring Center
- Testing Center
- Studio Study Balcony Area

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

Restricted Lunch

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

Food Deliveries

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

Ten Steps to a Healthier Day

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

Resources for Wellness

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

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

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

Text Because You Care Hotline

This 24 hour hotline is available for students, staff, and parents/guardians who are aware of anything that may impact the safety of students and staff on campus. Confidential tips will be sent to a special team who will monitor and respond to the text message as quick as possible. Text the number (274637) and use keyword #OPRF at the beginning of your message, followed by a detailed text message. All tips are anonymous.

Events - School and Non-School Sponsored

Solicitation

Solicitation for activities, goods and services by non-school related individuals or for non-school related organizations is prohibited on school property. (Advertising in school-related publications is permitted.)

Solicitation of gifts from the community by students or school personnel to support specific school organizations or activities is also prohibited.

Advertising School Sponsored Events and Activities

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

- The name of the sponsoring organization;
 - The name of the activity or event;
 - The date and location of the activity or event.
1. The activity or event being advertised must be approved by sponsors before posters and flyers are submitted to the office of the Director of Student Activities.
 2. Once approved, bring the flyer, banner or poster to the Student Activity Office, Room 1332, for approval (allow at least 24 hours to be approved).
 3. Once the flyer, banner or poster has been approved, the individual submitting the flyer or poster can make up to 20 copies.
 4. After copies are made, each flyer, banner and poster must be individually stamped by the Student Activity Office.
 5. Approved flyers, banners and posters may be posted on bulletin boards located above water fountains and other designated areas. Masking tape is available in the Student Activities Office.
 6. Flyers may NOT be posted in the washrooms, on doors, windows, posts, etc. Flyers that are posted incorrectly will be removed and the organization may lose posting privileges. Flyers may not be handed out.
 7. It is the responsibility of each organization to take down and recycle its dated flyers, posters and banners.

Non-School Sponsored Events

Posters, banners and flyers advertising non-school sponsored events, must also be approved in Room 174. If approved, posters, banners or flyers may be posted on the Community Bulletin board, located across from the Bookstore.

School Sponsored Dances, Games and Events

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

Guidelines for all Dances

- All students and guests who plan to attend a dance must arrive during the announced time that the doors will be open. No one will be permitted to enter a dance after the close of admittance unless prior arrangements are made with the dance supervisor. Allow ample time for parking.
- Students must present their school ID and ticket to be admitted to dances.
- Students are expected to follow the dress code at all dances.
- Students and guests may not return to a dance after leaving.
- Students should not become involved in a problem or discussion between a supervisor and another student without being asked by the supervisor.
- Inappropriate and suggestive dancing is not permitted.

Homecoming and Prom Information

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

Penalties for Inappropriate Behavior at School-Sponsored Activities

1. Students and guests are expected to obey the Behavior Education Plan at all School-Sponsored Activities (on and off campus).
 - Individuals whose breath, actions or responses indicate that they have consumed alcohol or drugs may be subject to a breathalyzer or non-invasive drug test, detained and a parent or guardian will be contacted.
 - Infractions may result in police notification and/or arrest.
2. Students who violate the Code of Conduct at school sponsored extra-curricular activities will be:
 - Detained and a parent or guardian will be contacted;
 - Removed from the activity;
 - Assigned a consequence that is consistent with the Behavior Education Plan;
 - Placed on social probation and banned from all school dances for at least one calendar year and other activities if deemed appropriate.

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

Regulations Governing Non-Student Attendance at School Dances

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

- Guests may only attend dances for which tickets are sold in advance.
- Guests must be under 21 years of age.
- Guests must be in Grade 9 or above to attend school-sponsored dances.
- Guests must be accompanied by an OPRFHS student.

Note: Students who want to invite non-students to semi-formal or formal dances must complete guest permission forms (available in the Dean of Student's offices).

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

Health Services - Room 2360

COVID Policies

Parents/guardians are required to complete the daily health screening survey each morning before their student comes to school for in-person learning, school activities or athletics. Failed daily health screening surveys as a result of reporting COVID symptoms will require EITHER a negative COVID test or a note from the student's physician stating a COVID test is not needed due to alternative diagnosis, in order for the student to return to in-person learning, school activities or athletics. Students displaying ANY COVID symptoms should remain home from school and contact their health care provider for testing and care. Please report any positive COVID test results to the Health Services office.

Required medical paperwork

Pursuant to District Policy number 7:100, parents/guardians of all students shall present proof of health examination and proof of school-required immunizations upon enrollment no later than October 15 of that school year. Failure to do so will result in exclusion from school until the required health forms are presented to the District. Students registering after October 15 will have 30 days from enrollment date to comply with health examination and immunization regulations.

Administration of Medications

Pursuant to District Policy number 7:270, students may not possess or consume any medications, including over-the-counter medications, without the express written orders of a physician. Designated faculty and staff members will administer all medication to students during school hours and during school-sponsored activities. Parents should make every effort to give prescribed doses of medication at home. If medication is necessary to maintain the student in school, the District's "School Medication Authorization Form" must be completed by the student's physician and signed by a parent/guardian.

Illness or injury during School

Students who are too ill to remain in class or who have been injured are to inform their classroom teacher or other appropriate staff. The student will be issued a pass to go to the Health Services Office. If necessary, the nurse will call the student's parent or guardian to arrange and excuse the early dismissal. Otherwise the absence(s) will be unexcused. In an emergency medical situation, the nurse will obtain the appropriate medical treatment and contact the parent or guardian.

Elevator Use

Students must obtain a special permit from the school nurse in order to use the elevators. Permits are limited to students with temporary and permanent disabilities. Use of the elevator requires a physician's written order.

Defibrillator

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

Student Accidents and Injuries

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

Registrar's Office - Room 2118/2120

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

Registrar Services

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

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

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

Withdrawals and Transfers

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

Transcripts

- Current Students – Current OPRFHS students will submit a Transcript Request Form to your counselor's secretary for each college or scholarship for which you are applying for. You may pick-up copies of the Transcript Request Form from your counselor's office.
- Alumni – Former OPRFHS students may request a transcript from the registrar's office by calling 708-434-3290 or by requesting it at www.oprfhs.org/registrar/transcript-request-information.

Residency Requirements

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

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

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

Student Records Policy – 7:340

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

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

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

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

Education Rights of Homeless Children and Youth

You have the right to:

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

For help, contact Jonathan Silver your District 200 Homeless Education Liaison at 708-434-3725 or the Illinois State Board of Education at 800-215-6379.

Attendance

Attendance Line: (708) 434-3104

Attendance email for questions: attendance@oprfs.org

The [Attendance Procedures Page](#) on the school website contains helpful links and contact information for families. Navigate to the page by going to the school website, www.oprfhs.org > Parents/Community > Attendance

In accordance with the requirements of the School Code of Illinois and in recognition of the responsibilities of parents or guardians, it is the policy of District 200 that students must attend school on a regular basis. We regularly seek to increase student attendance and also respond to attendance concerns equitably. Ultimately, we are led by the knowledge that consistent, daily classroom instruction with as few interruptions as possible provides the best foundation for students to reap the obvious benefits in this learning environment. OPRF recognizes that many factors such as family needs, medical conditions and others contribute to a student's ability to make it to school each day. Our procedures described below reflect our efforts to establish a system that takes these factors into account while also striving to achieve the desired outcome. Students are expected to attend each class and study hall daily. Parents are obligated to contact the school when their student is absent. If a parent/guardian is leaving their student in the care of another adult for a short period of time, please call the Attendance Office ahead of time to provide the name and contact information of that adult.

Village Ordinance School Curfew

Under the School Code of Illinois, it is unlawful for any person over the age of six (6) and under the age of seventeen (17) who is enrolled in any public or parochial school to be present in any public place, building, street, or assembly in the Village of Oak Park, other than school, while school is in session during the regular school term. A police officer may stop and detain a person whom the officer reasonably suspects to be violating this ordinance. Any student violating this ordinance shall, if practical, be taken to school authorities or a parent/guardian and may be issued a notice to appear in the municipal court.

Reporting an Absence

Full Day Absences

******Parents/guardians should report absences using Family Access as described below. Email or phone calls may be made to the office in the event a parent/guardian is unable to access the online system.

In order for a full day absence to be considered excused, the student's parent/guardian is required to submit an Absence Request via their parent Skyward Family Access account within 7 days of the date of the absence. Full instructions for submitting an Absence Request can be found on the Attendance Procedures Page or by navigating to the school website: www.oprfhs.org>parents/community>Attendance Parents/Guardians will be asked to supply the following information in the mobile app or desktop version of Skyward Family Access under the Attendance section:

- Student's name;
- Start/end date of absence(s)
- Start/end time of absence(s)
- Reason for absence.
- Comment as needed

Failure to submit an absence request the day of an absence will result in an unexcused absence and the student will be considered truant.

Excused Partial Day Absences

For the safety of all students, advance notice from or contact with a parent/guardian is required to excuse any absence related to an early dismissal or late arrival.

1. For late arrivals where students will miss a whole period or more, parents/guardians must submit an absence request prior to the end of the period(s) missed in order for the absence to be excused. For example, if a student is going to miss periods 1 and 2, the request must be received prior to the end of period 2.
2. When the need for an early dismissal is anticipated, parents/guardians are to submit an absence request in advance of the date/time needed. The request must be made by the end of the first period of missed class. For example, if a student needs to leave school after 6th period, the parent/guardian must submit the absence request by the end of 7th period in order for the partial-day absence to be excused. In emergency situations when a parent/guardian is unable to submit the absence request online or via email, the parent/guardian may call the attendance office to arrange for an early dismissal of their student. When a student is excused to leave school early, they must report to the Attendance Office (Room 104) to receive an authorized early dismissal pass. This early dismissal pass must be presented to Safety and Support staff (security) when leaving the building.
3. Students who return to school before the end of the day must report to the Attendance Office when re-entering the building. The Attendance Office will supply students with an excused admit pass to their next class.
4. Students who need to leave school due to illness or injury may be excused only by the OPRFHS Health Service Office. Students are not to leave the building due to illness or injury on their own. The

nurse will then contact a parent/guardian to authorize the early dismissal. For safety reasons, students authorized by the school nurse to go home on their own are to call the Health Service Office when they arrive home.

5. Absences for students who leave school without proper authorization as outlined above will be unexcused and are subject to the school's procedures for unexcused absences and truancy.

Students are allowed full make-up privileges for all excused absences. The following is a list of acceptable reasons for absences to be excused.

- Observance of a religious holiday
- Illness
- Appointments (doctor, dentist, therapy, etc.)
- Hospitalizations
- Death in the immediate family
- Family emergency/personal reasons
- Pre-arranged absence (explained below)
- School-sponsored field trip
- Visits to school nurse
- In-school meetings with school staff (counselor/dean/social worker, etc.)
- In-school and out-of-school suspensions
- College visits
- Quarantine

Extended Pre-Arranged Absences

Parents/guardians should notify their student's teachers and counselor of an extended pre-arranged absence. This allows the teachers to provide work to be done during the student's absence if appropriate.

Unexcused Absences

Failure to submit an absence request the day of the absence will result in an unexcused absence and the student will be considered truant. In addition, any absence not covered by the reasons listed for excused absences will be considered unexcused. Single-period absences must be requested prior to the absence. Oak Park and River Forest High School does not recognize or condone any "ditch days." Truancy is an infraction as described in the Behavior Education Plan. The Dean of Students handles all attendance-related infractions.

Partial-Absence

Teachers will enter this notation when a student has missed too much instructional time during class. This notation will be used when students arrive more than 25 minutes late to class, arrive to class on time but leave and/or are gone from class more than 15 minutes (8 or more minutes late/absent from Advisory).

Parent or Guardian Notification of Unexcused Absences

Unexcused full or partial absences and gross tardies will be reported to the parent or guardian via the automated calling system. Robocalls will be made to the primary phone number listed in Skyward. It is extremely important that the parent/guardian promptly notify the school when there is a change in phone numbers.

Excessive Absences/Loss of Instructional Time

****The School Administration reserves the right to adjust the below procedures as needed based on pandemic-related circumstances.**

Once a student has lost significant instructional time due to reaching either of the limits shown below in the same semester, the student is now **AT RISK OF LOSING CREDIT** in that class, **REGARDLESS OF THE GRADE BEING EARNED**. A notification will be made via automated email and by a member of the student's PSS team to the parent/guardian warning of this risk of credit loss. Once the risk of credit loss has been communicated, the student must refrain from accumulating more absences, partial absences or gross tardies and pass the class in order to be eligible to receive credit. At the end of the semester, the Dean of Students will review the files of all students who reached the limits as explained below to determine whether or not credit should be given. This decision will be made in collaboration with each student's PSS team members and will include consideration of feedback from the classroom teacher. The outcome of this review will be printed on each student's report card. If credit is lost, a notation of **N (No Credit due to excessive absences)** will appear. If credit is given, the grade earned in the class will be printed.

If a student earns an **F** in the class, that grade will be given and override the **N** described above.

Any student reaching the following absence limits will activate the above process:

- 12 absences (all excused or a combination of excused and five or less unexcused absences, partial absences or gross tardies)
- Six (6) of any combination of unexcused absences, unexcused partial absences or gross tardies

See table below for how absences are counted toward the 12 allowed limit.

Reason for absence	Counts towards 12 limit	Does not count towards 12 limit
Observance of a religious holiday		✓
School-sponsored field trip		✓
In-school meetings with school staff (counselor/dean/social worker, etc.)		✓
School-sponsored athletic/activity travel		✓
Administrative reasons		✓
In-school and out-of-school suspensions		✓
Visits to school nurse		✓
Hospitalization		✓
Funerals		✓
**Quarantine		✓
**Covid-Related Illness		✓
Gross tardies	✓	
Illness		✓
Appointments (doctor, dentist, therapy, etc.)	✓	
Family reasons (emergencies, etc.)	✓	
College visits	✓	
Prearranged absence	✓	
Other non-school-related reasons	✓	

Mental wellness

✓

Partial-absence

✓

**NEW ADDITION

Required Absence Documentation

Students will only be allowed 12 EXCUSED absences from a class per semester without documentation. ALL ABSENCES BEYOND the 12th will require documentation to be provided within three (3) school days of the child's return to school in order for the absence to be excused. This documentation must be provided to the Attendance Office. All absences beyond the 12th that have no supporting documentation will be considered UNEXCUSED. Acceptable documentation includes notes from doctors, dentists, therapists/counselors, court appearances and obituaries. Hand-written notes from parents/guardians will not be accepted. ***PLEASE NOTE: The provision of this documentation does not result in these absences not counting toward the 12 limit. ALL ABSENCES BEYOND 12 WILL COUNT TOWARD THE LIMIT. The provision of this documentation is to enable students to receive the full makeup privileges for schoolwork that is mentioned above. Students will still be at risk of losing credit once they have reached the maximum number of allowed absences. **However, Covid-related absences verified with a doctor's note will not be applied to the limit of 12.

FREQUENTLY ASKED QUESTIONS (FAQs)

Q: "Can school staff provide any support to my family if we have a student struggling with attendance?"

A: Yes. Your student's Pupil Support Services (PSS) team (counselor, dean, social worker, and Multi-Tiered System of Support [MTSS] specialist) will work with your family to determine the needs and what interventions and supports can be provided. Please reach out to your counselor to request support if they haven't already reached out to you.

Q: "How will I know that my student is getting close to the absence limit?"

A: Parents/guardians should regularly check their student's attendance via Family Access. Parents/guardians will also be notified via calls and emails through Skyward and from PSS team members alerting them to their students' attendance counts and how close they are to the limit. Automated calls also go out every day informing of unexcused absences to classes.

Q: "Does this mean that if I am sick or have after doctors' appointments after hitting 12 absences they are automatically unexcused?"

A: Appropriate documentation must be submitted to the attendance office within three days of the absence to excuse such absences. The submission of documentation does not remove the absence from the overall count. It allows the absence to be excused so that classwork can be made up.

Q: "What if my child reaches 12 absences due to appointments and hospitalization and then needs to go on college visits or be absent for another legitimate reason? Will those absences be excused?"

A: In our experience, these instances are exceptionally rare. As a result, this is the *only instance* in which we will accept documentation for an absence after 3 days of the occurrence. If that documentation is provided, then yes - such absences would be excused. This will allow the student to be able to complete make-up work in classes. Absences due to hospitalizations do not count toward the 12 limit. So, in the event your student exceeds 12 absences due to the above scenario, each absence reason will be examined to determine the enforcement of the 12 limit policy related to the potential loss of credit.

Tardy Procedures

When students are not in the classroom when the bell rings, they will be marked Tardy. For arrivals to class less than 10 minutes, every five (5) tardies to a single class period will equal one unexcused absence. Any arrival to class more than 10 minutes late up to 25 minutes late will result in a Gross Tardy. Gross tardies are unexcused and are treated the same as unexcused absences, as described below.

FAQ:

If I call in to say my student will be late to a class, can the tardy be excused?

Tardies of less than 10 minutes will not be excused. Tardies of more than 10 minutes will be treated as absences and can be excused but the excusal will be for the entire period. This excused notation will count towards the absence limits described above.

Board of Education Policy – 7:12 Racial Equity

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

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

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

Implementation, Accountability, and Monitoring

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

- **Accountability and Monitoring.** The administrative procedures shall include methods for accountability and metrics for evaluation of programs and plans therein. The Superintendent shall annually report to the Board and the community on the metrics and measures established to track implementation of this policy.
- **Equity Analysis.** The administrative procedures shall include the use of a racial equity impact assessment tool to help decision makers consider racial equity when assessing policies, procedures, professional development, and other practices and choose options that mitigate the risk of racial inequity, implicit bias, and other unintended consequences. The administrative procedures shall further address professional development regarding the tool and establish a written process to guide use of the tool.
- **Equitable Practices, Procedures, and Programs.** The administrative procedures shall include a process for review of OPRFHS practices, procedures, and programs to consider whether they result in over- or under-representation of any group of students on the basis of race. If such disparity is found, the District will consider revision or elimination of the practice, procedure, or program.
- **Resource Allocation.** The administrative procedures shall afford flexibility to differentiate resource allocation on the basis of student need in an effort to promote and provide equity in education while complying with all requirements of relevant state and federal law.
- **Stakeholder and Community Engagement.** The administrative procedures shall provide intentional, targeted outreach to community partners and families aimed at creating robust racially and culturally diverse stakeholder engagement, welcoming students and families, and educating stakeholders on services and resources available to them.
- **Diverse Workplace Initiatives.** The administrative procedures shall include a plan to recruit, employ, support, retain, and develop racially and linguistically diverse and culturally responsive administrative, instructional, and support personnel throughout its divisions and departments. The procedures shall further address a plan to provide leadership and mentoring opportunities to diverse employees, procedures to track and report on diverse teacher retention, and a plan to identify, analyze, and address causes of diverse employee turnover.
- **Professional Development.** The administrative procedures shall include a plan to provide professional development to strengthen employees' knowledge and skills of strategies for eliminating bias and disparities in student achievement and district hiring practices. The procedures shall further address required professional development regarding strategies to limit and/or mitigate the harm of such disparities; implicit bias in hiring practices; cultural responsiveness; the historical roots of institutional racism; and equitable, inclusive, and anti-oppressive methods.

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

Administrative Procedure 7:12 Racial Equity

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

Racial Incident Protocol

Definition of Terms:

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

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

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

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

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

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

Incident of Racial Bias:

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

Examples of Racial Misconduct:

- Comments and/or conduct with racial connotation(s) or subject matter that are demeaning to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- engaging in or sharing stereotypes, memes, jokes, name-calling, ridicule or mockery, insults or put-downs, physical gestures or enactments, photographs or objects involving a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- requests or demands for favorable treatment due to a person's race, skin color, ethnicity, cultural characteristics, or national origin;

- express/implied communications that race has adversely affected decisions regarding such matters as employment, work assignment or status, academic standing, grades, receipt of financial aid, letters of recommendation, or receipt of a District 200 benefit or service;
- the actual use of race, skin color, ethnicity, cultural characteristics, or national origin to affect decisions regarding such matters as employment, work assignment or status, academic standing, grades, and participation in student activities;
- physical assaults, threats, and/or intimidation directed towards someone, that is relative to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- denial or obstruction of access to services due to a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- unequal application of District 200 policies as a result of a person's race, skin color, ethnicity, cultural characteristics, or national origin;
- any other racial misconduct that substantially or unreasonably interferes with an individual's work, academic performance, or extracurricular involvement.

Reporting a Racial Incident to the Racial Incident Response Team:

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

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

Response to Report:

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

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

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

Racial Incident Response Coordinator:

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

Employee Racial Incident Response Managers:

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

Responsibilities of the Racial Incident Response Team

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

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

Making a Report

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

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

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

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

- For allegations against an employee/campus visitor/ outside contractor:
 - The Racial Incident Response Coordinator will collaborate with the Employee Racial Incident Response Managers on fact-finding relative to an employee/campus visitor/outside contractor who is accused of racial misconduct.
 - The Superintendent will be informed if the Racial Incident Response Coordinator is the person accused of racial misconduct.
 - The corresponding Executive Cabinet member, Division Head, and Faculty Senate Chairperson will be notified of employee racial misconduct allegations.
 - The Racial Incident Response Coordinator shall report the findings and recommended action to the Superintendent, corresponding Executive Cabinet member, Division Head, and Faculty Senate Chairperson.
- **For allegations against a student**
 - The Office of Equity shall contact parents/guardians of all students involved in a report of racial misconduct.
 - Parents/guardians shall be informed that they can be present during the fact-finding meeting involving their student.
 - The Office of Equity shall collaborate with the Student Racial Incident Response Managers on fact-finding regarding a student who is accused of racial misconduct.
 - The Office of Equity will follow up with all involved students and parents/guardians once the fact-finding process is complete. Findings and recommended actions will be reported to the Superintendent.

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

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

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

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

Disciplinary Actions

Sanctions for racial misconduct may take different forms depending on the severity of the offense. In those situations where racial misconduct has been established following a thorough process of fact-finding, appropriate action will be taken. Consequences will be informed by restorative practices with an emphasis on repairing relationships.

- For students: appropriate action will be taken in accordance with the Behavior Education Plan.
- For adults: appropriate disciplinary measures will be taken, in accordance with District policy.

Restorative Philosophy

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

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

Retaliation

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

Intentionally Dishonest Complaints of Racial Misconduct

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

- For students: Appropriate action will be taken in accordance with the Behavior Education Plan.
- For adults: Appropriate disciplinary measures will be taken, in accordance with District policy.



REPORTING RACIAL INCIDENTS

directed at students

Are you a **student**?

Yes

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

Report to the:

Office of Equity - Room 2131

Dr. Patrick Hardy

Executive Director of Equity and Student Success

phardy@oprfs.org

Ms. Melody Brown

Administrative Assistant, Office of Equity

mbrown@oprfs.org

Tell a trusted adult, who will report to the:

Office of Equity - Room 2131

Dr. Patrick Hardy

Executive Director of Equity and Student Success

phardy@oprfs.org

Ms. Melody Brown

Administrative Assistant, Office of Equity

mbrown@oprfs.org

Report to the:

The 24-hour anonymous hotline for students.

Text a detailed message to 274637

Use keyword OPRF

Complete the:

Online Racial Incident Report form

Find it here: bit.ly/RIRformOPRF
or by scanning the QR code



What happens next?

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

Response Coordinator: Dr. Patrick Hardy

Student Racial Incident Response Managers:
Dr. Patrick Hardy and Ms. Melody Brown

Employee Racial Incident Response Managers:
Dr. Roxana Sanders and Ms. Lynda Parker

Are you an **adult**?

Yes

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

Yes

Report to the:

Office of Equity - Room 2131

Dr. Patrick Hardy

Executive Director of Equity and Student Success

phardy@oprfs.org

Ms. Melody Brown

Administrative Assistant, Office of Equity

mbrown@oprfs.org

More information in the Student Handbook

Racial Incident Reporting; Policy 7:12

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

Harassment of Students Prohibited; Policy 7:20

Uniform Grievance Procedure; Policy 2:260

Board of Education Policy 2:260 - Uniform Grievance

Appointing Nondiscrimination Coordinator and District Complaint Managers

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

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

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

Complaint Managers (Students):

Janel Bishop, Lead Dean of Students,	Room 2151	708-434-3726
Andrea Neuman, Dean of Students,	Room 2250	708-434-3731
Alisa Walton, Dean of Students,	Room 3151	708-434-3727
Carla Williams, Dean of Students,	Room 3151	708-434-3724
Johnathan Silver, Dean of Students,	Room 2151	708-434-3208

Complaint Managers (Adults):

Dr. Roxana Sanders, Assistant Superintendent for Human Resources	Room 2164	708-434-3214
Lynda Parker, Assistant Superintendent/Principal	Room 2165	708-434-3215
Dr. Patrick Hardy, Executive Director of Equity and Student Success	Room 2131	708-434-3373

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
4. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
5. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
6. Bullying, 105 ILCS 5/27-23.7
7. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
8. Curriculum, instructional materials, and/or programs
9. Victims' Economic Security and Safety Act, 820 ILCS 180
10. Illinois Equal Pay Act of 2003, 820 ILCS 112
11. Provision of services to homeless students Illinois Whistleblower Act, 740 ILCS 174/.
12. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.)
13. Employee Credit Privacy Act, 820 ILCS 70/.

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

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy.

Investigation

The Nondiscrimination Coordinator will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Nondiscrimination Coordinator shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Nondiscrimination Coordinator will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or (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, (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 Nondiscrimination Coordinator will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Nondiscrimination Coordinator shall file a written report of his or her findings with the Superintendent. The Nondiscrimination Coordinator 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 make a decision in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within five school business days after receiving the Nondiscrimination Coordinator 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 Nondiscrimination Coordinator. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Nondiscrimination Coordinator. The Nondiscrimination Coordinator shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, 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 grievance policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Parents Right-to-Know

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

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

If at any time your child has been taught for 4 or more consecutive weeks by a teacher not highly qualified, the school will notify you. If you have questions, please feel free to contact Dr. Laurie Fiorenza, Assistant Superintendent for Student Learning at 708-434-3688 or at lfiorenza@oprfs.org

Academic Honesty Guidelines

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

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

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

Procedures Related to Academic Honesty Policy:

1. If a student is suspected of violating the academic honesty policy, the faculty member will alert the student and take appropriate action to eliminate the opportunity to cheat. Following the class, the student and faculty member will meet and attempt to resolve the issue. Consequences may include, but are not limited to, the following:
 - Requirement to re-do the assignment.
 - Grade reduction for the assignment.
 - Grade reduction for the quarter.
 - Grade reduction for the semester.
2. If a student denies committing academic fraud or if a student and teacher cannot mutually resolve the issue, the teacher will refer the suspected incident to the Division Head for further review.
3. The Division Head will determine if there is sufficient evidence to substantiate the allegation of Academic Dishonesty. If so, then the procedures below will be followed. If not, the matter will be dropped.
4. For documentation purposes, the teacher will submit an electronic referral for violation of Academic Honesty Policy via Skyward and notify the parent of the suspected Academic fraud.
5. In the event that an appeal is requested by the parent, a meeting will be convened within 10 school days of the request. The meeting should include the student, parent, teacher, Division Head, and Director of Student Learning.

6. The Director of Student Learning will issue a final decision within 10 school days of the meeting. Examples of appropriate consequences are listed above. If the incident occurs at the end of a grading period a student will be given an incomplete (I) grade until the final ruling is rendered.
7. Final decision can be appealed to the Superintendent or designee for review.

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

Guidelines for Behavior in Specific Areas

Cafeteria

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

Mall

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

Field Trips

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

Library

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

Athletic Contests

- The standards of behavior and conduct that apply to students in school during the school day also applies to athletic competitions and activities.
- Possession or use of mechanical noisemakers is prohibited at all contests, in all sports (ie. Horns, whistles, boomboxes).
- Signs may only be displayed at athletic events if they are tasteful and supportive. Other signs will be discarded.
- Throwing objects of any kind onto the playing area is prohibited.
- Students are not permitted to re-enter athletic events.
- Students may not bring any audio devices into events that serve to distract athletes (ie. Speakers).
- Students must have a valid school ID in their possession at all times.

Behavior Education Plan 2021-2022

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

Student Rights and Responsibilities

Supporting positive student behavior requires a high level of commitment from students, parent/guardian, teacher/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.

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 Continued

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

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

Overview of the Progression of Discipline

We recognize that even in the most supportive environment, we know students 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

Behavioral 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, Up to 1 day of In-School Reflection	RESPONSE LEVEL 3 Administrative facilitated restorative response, 1 to 3 days of In-School Reflection	RESPONSE LEVEL 4 Administrative facilitated restorative response, 1 to 3 days of Out of School Suspension	RESPONSE LEVEL 5 Intensive Administrative Intervention, 4 or more days of Out of SchoolSuspension 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 one (1) gram.						•	•
...any drug other than marijuana.						•	•
Purchasing vapes, marijuana and/or any drugs other than marijuana.					•	•	•
Distributing...							
...a beverage containing alcohol or over-the-counter cough and cold medicine, including "Triple C," and medications containing dextromethorphan (DXM).					•	•	•
...a drug or drugs including marijuana, to another student.						•	•
Bullying			Level 1	Level 2	Level 3	Level 4	Level 5
Bullying/Cyber-bullying (See Board Policy 7:180 and Glossary of Terms)					•	•	
Disruptive and Uncooperative Behaviors			Level 1	Level 2	Level 3	Level 4	Level 5
Behavior that disrupts instruction and the learning of other students in the classroom. See the Glossary of Terms for a definition of "disruption."			•	•	•		

RESPONSE LEVEL 1 Classroom Managed	RESPONSE LEVEL 2 Administrative facilitated restorative response, Up to 1 day of In-School Reflection	RESPONSE LEVEL 3 Administrative facilitated restorative response, 1 to 3 days of In- School Reflection	RESPONSE LEVEL 4 Administrative facilitated restorative response, 1 to 3 days of Out of School Suspension	RESPONSE LEVEL 5 Intensive Administrative Intervention, 4 or more days of Out of School Suspension and/or Recommendation For Expulsion	
Violation of the Academic Honesty Policy (cheating)			•		
Taunting, baiting, inciting and/or encouraging a classroom disruption			•	•	
Leaving class without permission.			•	•	
Leaving the school building without permission.				•	
Being truant in or out of the building, in the hallway or an unauthorized area without permission, and/or not returning to class when directed by school staff.			•	•	
Any serious misconduct not otherwise addressed within the Behavior Education Plan that directly or indirectly jeopardizes the health, safety or property of a school, the school district, school personnel, other students, one's self, or other individuals who are present or acting within the school's jurisdiction.				•	•
Failure to respect materials, property of others			Level 1	Level 2	Level 3
Failure to respect materials, property, and stealing from others				•	•
Firearms/Weapons (See Board Policy 7:190)			Level 1	Level 2	Level 3
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
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.					•

RESPONSE LEVEL 1 Classroom Managed	RESPONSE LEVEL 2 Administrative facilitated restorative response, Up to 1 day of In-School Reflection	RESPONSE LEVEL 3 Administrative facilitated restorative response, 1 to 3 days of In- School Reflection	RESPONSE LEVEL 4 Administrative facilitated restorative response, 1 to 3 days of Out of School Suspension	RESPONSE LEVEL 5 Intensive Administrative Intervention, 4 or more days of Out of SchoolSuspension and/or Recommendation For Expulsion			
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				•	•	•	

RESPONSE LEVEL 1 Classroom Managed	RESPONSE LEVEL 2 Administrative facilitated restorative response, Up to 1 day of In-School Reflection	RESPONSE LEVEL 3 Administrative facilitated restorative response, 1 to 3 days of In- School Reflection	RESPONSE LEVEL 4 Administrative facilitated restorative response, 1 to 3 days of Out of School Suspension	RESPONSE LEVEL 5 Intensive Administrative Intervention, 4 or more days of Out of SchoolSuspension and/or Recommendation For Expulsion			
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				•	•	•	
Serious threats, including the use of social media to threaten someone or to cause a disruption.				•	•	•	
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.				•	•	•	•

LEVEL 1 Classroom Managed	RESPONSE LEVEL 2 Administrative facilitated restorative response, Up to 1 day of In-School Reflection	RESPONSE LEVEL 3 Administrative facilitated restorative response, 1 to 3 days of In-School Reflection	RESPONSE LEVEL 4 Administrative facilitated restorative response, 1 to 3 days of Out of School Suspension	RESPONSE LEVEL 5 Intensive Administrative Intervention, 4 or more days of Out of School Suspension and/or Recommendation For Expulsion
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)				
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.					
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 pornographic material 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
Use of any non-educationally required device, electronic or otherwise, that detracts from and/or disrupts learning of oneself, or others is prohibited (e.g., laser pointer, cell phones).					

Overview of Suspension, Expulsion, and Other Procedures

Detentions

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

Saturday Detentions

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

Loss of Privileges

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

In-School Reflection (ISR)

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

What are the key components of ISR?

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

Out of School suspension (OSS)

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

Re-entry Meeting

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

Expulsion

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

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

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

Surrender for Safety

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

Extra-Curricular Code of Conduct

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

Student Searches

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

Other property and areas are subject to search in accordance with the Illinois School Code (10-22.6): "To maintain order and security in the schools, school authorities may inspect and search places and areas such as lockers, desks, parking lots, and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by students, without notice to or the consent of the student, and without a search warrant. As a matter of public policy, the General Assembly finds that students have no reasonable expectation of privacy in these places and areas or in their personal effects left in these places and areas. School authorities may request the assistance of law enforcement officials for the purpose of conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the school for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search conducted in

accordance with this Section produces evidence that the student has violated or is violating either the law, local ordinance, or the school's policies or rules, such evidence may be seized by school authorities, and disciplinary action may be taken. School authorities may also turn over such evidence to law enforcement authorities." (Board Policy 7:140)

Use of Breathalyzers and Non-Invasive Drug Tests

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

Loss of Personal Property

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

Gangs, Secret Societies, Fraternities or Sororities

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

Rights, Due Process, and Jurisdiction

Collaboration is Key

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

Due Process

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

Scope of the Plan and Jurisdiction

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gang Activity:

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

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

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

Inappropriate Attire: See OPRF Student Dress Code

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix

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

5:90 Abused and Neglected Child Reporting

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

The report shall include, if known:

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

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

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 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.

7:12 Racial Equity Policy (Printed on an earlier page in the Handbook)

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, Director of Student Learning, Director and/or Director of Student Services, 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:

Dr. Roxana Sanders,
Assistant Superintendent for Human Resources
OPRFHS, Room 214
201 N. Scoville, Oak Park, IL 60302
rsanders@oprfs.org
708.434.3214

Complaint Managers:

Janel Bishop
OPRFHS
201 N. Scoville, Oak Park, IL 60302
jbishop@oprfs.org
708.434.3714

Dr. Greg Johnson
OPRFHS
201 N. Scoville, Oak Park, IL
gjohnson@oprfs.org
708.434.3215

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 make a decision 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.

On the following page is a copy of a flyer that appears in various locations throughout the building. This flyer indicates the process for students to report sexual harassment and/or sexual misconduct.

How to Report Sexual Harassment/Misconduct Directed at a STUDENT

Are you a student?

Yes

You have two options:



Tell a trusted adult at OPRFHS, who will report to Ms. Johnson.

Are you an adult?

Yes

Do you suspect misconduct or has a student reported misconduct to you?

Yes

Report to:

Ms. Kris Johnson, Student Advocate

Room 2139

708-434-3714 | kjohnson@oprfs.org



What happens next?

Ms. Johnson will notify Assistant Superintendent of Human Resources Ms. Sanders and Lead Dean Ms. Bishop, who will conduct an investigation of the report.

The rights of the reporting party and alleged perpetrator(s) will be supported and protected.

Students may:

- Bring a friend when making a report.
- Request an investigator of their preferred gender.



For more information, check out the Student Handbook:

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

Policy 7:20 - Harassment of Students Prohibited

Policy 2:260 - Uniform Grievance Procedure:

Covers a range of concerns, incl. Title II of Americans with Disabilities, Title IX, and more.

Questions? Contact:

Ms. Johnson: (same as above)

Ms. Sanders: 708-434-3214, rsanders@oprfs.org

Ms. Bishop: 708-434-3726, jbishop@oprfs.org

When a student reports an allegation of sexual harassment and/or sexual misconduct, the following will occur:

- The student will be interviewed by the Complaint Manager and possibly other staff such as a Dean of Students, a Counselor, or a Social Worker. If a student has a preference to be interviewed by someone of a different gender, that request may be made. A student may have a trusted friend or adult be with them during the interview as well. After the interview, the student will be asked to provide a written statement.
- An investigation will be conducted by the Complaint Manager in collaboration with a Dean of Students. The investigation will include interviews of the alleged offender and any witnesses. All interviewed students will be asked to provide a written statement.
- While the investigation is occurring, supports will be put in place to ensure the victim feels physically and emotionally safe. These accommodations can include schedule adjustments, connection with a Social Worker, referral to an outside agency, an “Anytime Hall Pass” to see support personnel, or any other measures needed.
- All investigations will begin as soon as possible after the report is made and the victim and his/her parents/guardians will be communicated with regularly along the way. Every effort will be made to complete investigations as quickly as possible.
- If there is a need for police involvement, police interviews will not occur until parental consent has been given first for any student under 18 years of age. An exception to this is any case that involves sexually inappropriate images which could be considered child pornography. If there is a suspicion that there are sexually inappropriate images in a student’s possession, school officials are legally required to immediately involve the School Police Liaison. In this situation, parents will still be notified of any police involvement.
- A determination of sexual harassment or sexual misconduct will be made by the Complaint Manager in collaboration with the Dean of Students. The victim and parents/guardians will be notified of the outcome of the investigation.
- If necessary, at the conclusion of the investigation, additional supports can be put into place for any involved students who need them. Support staff will regularly check-in with the victim and other involved students throughout and after the investigation.

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:

Dr. Patrick Hardy, Executive Director of Equity and Student Success
OPRFHS, Room 2131
201 N. Scoville, Oak Park, IL 60302 phardy@oprfs.org
708.434.3373

Complaint Managers (Students):

Janel Bishop, Lead Dean of Students,	Room 2151	708-434-3726
Andrea Neuman, Dean of Students,	Room 2250	708-434-3731
Alisa Walton, Dean of Students,	Room 3151	708-434-3727
Carla Williams, Dean of Students,	Room 3151	708-434-3724
Johnathan Silver, Dean of Students,	Room 2151	708-434-3208

Complaint Managers (Adults):

Dr. Roxana Sanders, Assistant Superintendent for Human Resources	Room 2164	708-434-3214
Lynda Parker, Assistant Superintendent/Principal	Room 2165	708-434-3215
Dr. Patrick Hardy, Executive Director of Equity and Student Success	Room 2131	708-434-3373

Anonymous Reporting call: [708-434-3214](tel: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.
 - f. The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.
11. District staff will be expected to: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

7:190 Student Behavior

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

When and Where Conduct Rules Apply

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

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.

- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, (d) it is used in the hallways, or (e) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- 9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
- 10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
- 11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
- 12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
- 13. Entering school property or a school facility without proper authorization.
- 14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
- 15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
- 16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
- 17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
- 18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling,

- eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
 20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
 21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

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

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

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.

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

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

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

Weapons

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18U.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 following list of District Administration are all 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.

- Superintendent
- Assistant Superintendent/Principal
- Assistant Superintendent of Student Learning
- Director of Student Services
- Director of Student Learning
- Dean of Students

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
7. Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative

from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

7:210 Expulsion Procedures

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

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

Board of Education Policy 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) cyber-bullying 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 digital resources 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 networks or cloud services or District devices. General rules for behavior and communications apply when using district digital resources. The District's *Acceptable Use Policy* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, delete test here may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District device. 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 District Digital Resource Access

Each staff member must sign the District's *Acceptable Use Policy* as a condition for using the District's digital resources. Each student and his or her parent(s)/guardian(s) must sign the *Acceptable Use Policy* 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 *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Board of Education Policy – 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 Superintendent or designee 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 certified 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, 105ILCS 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.

Operational Services

4:182 Face Coverings

General Rule – Face Coverings Required

The School Board acknowledges the continuing need to follow the Joint Guidance issued by the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) with respect to health and safety protocols for the return to in-person instruction. Accordingly, any individual present in any building, facility or transportation vehicle (i.e. bus) owned, operated or used by the District, shall at all times wear a face covering, even when social distancing is maintained, unless a specific exemption applies.

When Face Coverings May Be Removed

Face coverings may be removed when:

1. Individuals are eating and/or drinking in spaces and at times so designated;
2. Individuals are outside and social distancing of at least six feet is maintained;
3. Individuals are using a face shield when other methods of protection are not available or appropriate, and such is approved by the District;
4. Children are napping with close monitoring;
5. Staff members are alone in their office or classroom with the door closed;
6. Individuals are younger than 2 years of age, have trouble breathing, or are unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.

Reasonable Accommodations

Individuals who cannot wear a face covering due to a medical condition or disability related condition, or who present other bonfire reasons for not being able to wear a face covering, may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, visitor, or third-party individual qualifies for a reasonable accommodation. For a student with a medical condition or disability, the student's education team (i.e. IEP team, 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the District will require an individual to provide a physician's note and/or other relevant information, documents, or certifications with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed in accordance with applicable state and federal law.

What Constitutes A Face Covering/Additional Resources

For purposes of this section, "face covering" means a cloth face covering with two or more layers, a N95 mask, or a surgical mask, that fully covers the nose and mouth, is secured under the chin, fits snugly against the sides of the face without gaps, and is approved by the Centers for Disease Control and Prevention.

Consequences for Violating Policy.

An individual's refusal to wear a face covering in accordance with this policy shall constitute a violation of the District's applicable rules of conduct, and may subject the individual to disciplinary action and/or prevent the individual from entering the District's buildings, facilities, or transportation vehicles until the individual complies with this policy. Face covering designs and images must comply with the District's Student Appearance Policy and must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. The Superintendent or designee shall apply and enforce this policy.

Application and Duration of Policy

This policy shall apply any time ISBE and/or IDPH Joint Guidance recommends that face coverings be used in Illinois schools. Upon any change in or withdrawal of the Joint Guidance, the School Board hereby delegates to the Superintendent authority to establish temporary rules and procedures, and/or to suspend this policy, consistent with such change or withdrawal.

Adopted: April 8, 2021

Drill/Evacuation Procedures

Fire

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

Whenever the fire alarm sounds, everyone must evacuate the building immediately. It is unsafe and illegal for anyone to delay the evacuation process by getting coats or other forms of outerwear before leaving the building. Students are not permitted to go to their lockers for any reason.

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

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

Tornado

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

- Everyone is to remain in the building. Those individuals that are outside of the building at the time the alarm sounds must move into the building immediately.
- Students will proceed to the designated shelter area after attendance is taken. Some classes are assigned to remain in their rooms while others are assigned to move into interior corridors. Students should check the attached shelter area assignments for their classroom’s location.
- Order and quiet must be maintained at all times.
- Upon arrival at the assigned shelter location, students are expected to crouch down on their knees and cover their head. Students will practice this posture for at least one minute during the drill. They should remain in this posture during a real emergency.
- Everyone must remain in the assigned location until the “all clear” announcement is given on the P.A. Once this announcement is given, classes assigned to the interior corridors may return to their classrooms. In case of an actual emergency, an emergency announcement may be given with additional instructions.

Hard Lockdown

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

Once the P.A. System notifies the school of a Hard Lockdown Condition, staff will assume the lockdown position.

- All doors and windows will be locked.
- Lights will be turned off.
- Everyone will be instructed to move away from the doors and windows and sit quietly on the floor.
- Order and quiet must be maintained at all times.
- Students and staff should remain in their classroom/offices until notified by a uniformed Police Officer that it is safe to leave the room. The Police will give instructions regarding what to do next.

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

Soft Lockdown

A Soft Lockdown Condition means there is a need to keep everyone in their rooms, e.g. protest, threat outside of the school but nearby, etc.

- Students in the nearby hallway and bathrooms should be brought into the classroom or office.
- All doors and windows will be locked, but leave all window coverings open unless otherwise advised.
- Take attendance
- If outside the building, immediately return to your classroom or office areas.
- Remain in classroom or office areas and continue with normal activities until further notice.

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

Emergency Closing of School

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

Notes

This image shows a full page of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes

This image shows a full page of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

August 2021

Monday		Tuesday		Wednesday	
2		3		4	
9	<ul style="list-style-type: none"> Fall Sports Tryouts Begin - All Sports Junior/Senior Schedule/Textbook Pick Up Per Assigned Times 	10	<ul style="list-style-type: none"> Fall Sports Tryouts Continued Freshman Schedule/Textbook Pick Up Per Assigned Times 	11	<ul style="list-style-type: none"> Fall Sports Tryouts Continued Sophomores Schedule/Textbook Pick Up Per Assigned Times
16	<ul style="list-style-type: none"> First Semester Begins - All School Attendance Freshman Parent/Guardian Huskie Kick-Off Meeting - Virtual, 6:30PM 	17		18	
23		24		25	<ul style="list-style-type: none"> College Planning Night For Families of Seniors, Virtual, 6:30PM
30		31	<ul style="list-style-type: none"> Fall Driver's Education Parent/Student Night, Aud, 7PM 		

Thursday			Friday			Saturday/Sunday		
							1	
	5		6	<ul style="list-style-type: none"> Deadline for Submission of Summer Program Grades 			7	
							8	
	12	<ul style="list-style-type: none"> Institute Day - No School for Students Make-Up Schedule/Textbook Pick Up for All Classes 3:30PM Committee of the Whole and Special Meetings, 6:30PM 	13	<ul style="list-style-type: none"> Huskie Kick Off Day - Freshman Only Make-Up Schedule/Textbook Pick Up for all Classes, 8AM-3PM 			14	
							15	
	19		20				21	<ul style="list-style-type: none"> Fall Freshman Student/Parent Athletic Meeting, 9AM
							22	
	26	<ul style="list-style-type: none"> Board of Education Meeting, 6:30PM 	27	<ul style="list-style-type: none"> Friday Night Football, 7:30PM 			28	<ul style="list-style-type: none"> SAT Testing, 7:30AM
							29	

September 2021

Monday	Tuesday	Wednesday
		1
6 LABOR DAY <ul style="list-style-type: none"> Labor Day - Building Closed 	7 <ul style="list-style-type: none"> A.P.P.L.E Meeting, Staff Café, 6:30PM 	8 <ul style="list-style-type: none"> Late Arrival for Students, 9:45AM Climate, Culture and Behavior Committee, 6:30PM Senior College Essay Writing Workshop - Virtual, 6:30PM
13 <ul style="list-style-type: none"> Applause Meeting, Staff Café, 7PM 	14	15
20 <ul style="list-style-type: none"> Spirit Week 	21 <ul style="list-style-type: none"> Spirit Week 	22 FIRST DAY OF AUTUMN <ul style="list-style-type: none"> Late Arrival for Students, 9:45AM Spirit Week Girl's Flag Football Championship, Stadium, 6:30PM Transfer Student Parent/Guardian Night - Virtual, 6:30PM Studio 200 Show #1, 7PM
27	28	29

Thursday		Friday		Saturday/Sunday	
	<div>2</div> <div><ul style="list-style-type: none">• Back To School Night, 6PM - 9PM• Community Council, Staff Café, 7:30PM</div>	<div>3</div> <div><ul style="list-style-type: none">• Staff Development Day - No School for Students• Friday Night Football, 7:30PM</div>	<div>4</div> <div></div> <div>5</div>		
	<div>9</div> <div><ul style="list-style-type: none">• Activity Fair - All Lunch Periods• National Merit Breakfast - Staff Cafe, 7:15AM• Committee of the Whole and Special Meetings, 6:30PM</div>	<div>10</div> <div><ul style="list-style-type: none">• Friday Night Football, 7:30PM</div>	<div>11</div> <div><ul style="list-style-type: none">• ACT Testing, 7:30AM</div> <div>12</div>		
	<div>16</div> <div></div>	<div>17</div> <div><ul style="list-style-type: none">• Mid-Quarter Failure Notices Sent</div>	<div>18</div> <div></div> <div>19</div>		
	<div>23</div> <div><ul style="list-style-type: none">• Spirit Week• Board of Education Meeting, 6:30PM• Studio 200 Show #1, 7PM</div>	<div>24</div> <div><ul style="list-style-type: none">• Spirit Week• Last Day to Drop a Class with Notation on Transcript• Last Day to Seek an Academic Level Change• Fall Spirit Assembly, Fieldhouse, 2:24PM• Studio 200 Show #1, 4PM• Friday Night Football - Homecoming, 7:30PM</div>	<div>25</div> <div><ul style="list-style-type: none">• Homecoming Dance, 7PM</div> <div>26</div>		
	<div>30</div> <div><ul style="list-style-type: none">• PING Kickoff, 5PM</div>				

October 2021

Monday	Tuesday	Wednesday
4	5 • A.P.P.L.E Meeting, Staff Café, 6:30PM	6 • Late Arrival for Students, 9:45AM • Financial Aid Night - Virtual, 6:30PM
11 • Building Closed	12 • Applause Meeting, Staff Café, 7PM	13 • Climate, Culture and Behavior Committee, 6:30PM
18 • Red Ribbon Week • Second Quarter Begins	19 • Red Ribbon Week • Huskie Music Fest, 6PM	20 • Red Ribbon Week • Late Arrival for Students, 9:45AM • College Planning Night for Families of Juniors, Virtual, 6:30PM
25	26	27 • Parent/Teacher Conferences, Late Start, 10AM

Thursday			Friday			Saturday/Sunday		
			1			2		
			<ul style="list-style-type: none"> Little Theatre Show #1, 7PM 			<ul style="list-style-type: none"> SAT Testing, 7:30AM Little Theatre Show #1, 7PM 		
						3		
7			8			9		
<ul style="list-style-type: none"> Community Council, Staff Café, 7:30PM 			<ul style="list-style-type: none"> Little Theatre Show #1, 7PM 			<ul style="list-style-type: none"> Little Theatre Show #1, 7PM 		
						10		
14			15			16		
<ul style="list-style-type: none"> Physicals Due by the End of Day Committee of the Whole and Special Meeting, 6:30PM 			<ul style="list-style-type: none"> 2021/2022 Incomplete Grades Revert to Failure Grade End of First Grading Period (1st Quarter) Last Day to Drop Class with no Notation on Transcript Friday Night Football, 7:30PM 					
						17		
21			22			23		
<ul style="list-style-type: none"> Red Ribbon Week 			<ul style="list-style-type: none"> First Quarter Report Cards Sent Red Ribbon Week Orchesis Performance, Aud, 7PM 			<ul style="list-style-type: none"> ACT Testing, 7:30AM Orchesis Performance, Aud, 7PM 		
						24		
						<ul style="list-style-type: none"> Orchesis Performance, Aud, 2PM 		
28			29			30		
<ul style="list-style-type: none"> Parent/Teacher Conferences - No School For Students Board of Education Meeting, 6:30PM 			<ul style="list-style-type: none"> Building Closed IHSA Football Playoffs, TBD 					
						31		

November 2021

Monday			Tuesday			Wednesday		
1			2			3		
<ul style="list-style-type: none"> Girls Basketball Tryouts Begin 			<ul style="list-style-type: none"> Girls Basketball Tryouts Continued A.P.P.L.E., Staff Café, 6:30PM 			<ul style="list-style-type: none"> Late Arrival for Students, 9:45AM Studio 200 Show #2, 4PM 		
8			9			10		
<ul style="list-style-type: none"> Winter Sports Tryouts APPLAUSE, Staff Café, 7PM 			<ul style="list-style-type: none"> Jazz Ensemble Concert, Aud, 7PM 			<ul style="list-style-type: none"> Climate, Culture and Behavior Committee, 6:30PM 		
15			16			17		
						<ul style="list-style-type: none"> Late Arrival for Students, 9:45AM 		
22			23			24		
<ul style="list-style-type: none"> Boys Swim Tryouts Begin 			<ul style="list-style-type: none"> College Sweatshirt Day 			<ul style="list-style-type: none"> Thanksgiving Break - Building Closed 		
29			30					
<ul style="list-style-type: none"> College Application Day 								

Thursday			Friday			Saturday/Sunday		
<div>4</div> <ul style="list-style-type: none"> • Student of the Quarter, Staff Café, 7:15AM • Committee of the Whole and Special Meeting, 6:30PM • Studio 200 Show #2, 7PM 			<div>5</div> <ul style="list-style-type: none"> • BLU Talent Show Performance, 7PM • Studio 200 Show #2, 7PM 			<div>6</div> <ul style="list-style-type: none"> • SAT Testing, 7:30AM 		
<div>11</div> <ul style="list-style-type: none"> • Community Council, Staff Café, 7:30PM 			<div>12</div> <ul style="list-style-type: none"> • Tradition of Excellence Assembly 2A, 8:45AM • Tradition of Excellence 2B, 9:40AM • Little Theatre Show #2, 7PM 			<div>7</div> <div>DAYLIGHT SAVINGS TIME ENDS</div> <div>13</div> <ul style="list-style-type: none"> • Winter Freshman Student Parent Athletic Meeting, Aud, 9AM • Little Theatre Show #2, 7PM 		
<div>18</div> <ul style="list-style-type: none"> • Board of Education Meeting, 6:30PM • Choral Concert, Aud, 7PM 			<div>19</div> <ul style="list-style-type: none"> • Mid-Quarter Failure Notices Sent • Little Theatre Show #2, 7PM 			<div>14</div> <div>20</div> <ul style="list-style-type: none"> • Harmony Concert, Aud, 7PM • Little Theatre Show #2, 7PM 		
<div>25</div> <ul style="list-style-type: none"> • Thanksgiving Break - Building Closed 			<div>26</div> <ul style="list-style-type: none"> • Thanksgiving Break - Building Closed 			<div>21</div> <div>27</div>		
						<div>28</div>		

December 2021

Monday	Tuesday	Wednesday
		1 <ul style="list-style-type: none"> Late Arrival for Students, 9:45AM
6	7 <ul style="list-style-type: none"> A.P.P.L.E Meeting, Staff Café, 6:30PM 	8 <ul style="list-style-type: none"> Climate, Culture and Behavior Committee, 6:30PM
<ul style="list-style-type: none"> APPLAUSE, Staff Café, 7PM 13	14 <ul style="list-style-type: none"> End of Second Grading Period (2nd Quarter) 	15 <ul style="list-style-type: none"> First Semester Final Exams
<ul style="list-style-type: none"> Winter Break - Building And District Offices Open 7:30AM-3:30PM 20	21 FIRST DAY OF WINTER <ul style="list-style-type: none"> Winter Break - Building And District Offices Open 7:30AM-3:30PM 	22 <ul style="list-style-type: none"> Winter Break - Building Closed
<ul style="list-style-type: none"> Winter Break - Building Closed 27	28 <ul style="list-style-type: none"> Winter Break - Building Closed 	29 <ul style="list-style-type: none"> Winter Break - Building Closed

Thursday		Friday		Saturday/Sunday	
	<div>2</div> <div>• Committee of the Whole and Special Meeting, 6:30PM</div>	<div>3</div>	<div>4</div> <div>• SAT Testing, 7:30AM</div>		<div>5</div>
	<div>9</div> <div>• Prisms of Winter Concert, Aud,7PM • Community Council, Staff Café, 7:30PM</div>	<div>10</div> <div>• Prisms Of Winter Concert, Aud,7PM</div>	<div>11</div> <div>• ACT Testing, 7:30AM</div>		<div>12</div>
	<div>16</div> <div>• First Semester Final Exams • Board of Education Meeting, 6:30PM</div>	<div>17</div> <div>• First Semester Final Exams • End of First Semester</div>	<div>18</div>		<div>19</div>
	<div>23</div> <div>• Winter Break - Building Closed</div>	<div>24</div> <div>• Winter Break - Building Closed</div>	<div>25</div>		<div>26</div>
	<div>30</div> <div>• Winter Break - Building Closed</div>	<div>31</div> <div>• New Year's Eve • Winter Break - Building Closed</div>			

January 2022

Monday			Tuesday			Wednesday		
3			4			5		
• Institute Day - No School For Students • Jazz Band Concert, LT, 6:30PM			• Second Semester Begins					
10			11			12		
• Last Day to Add Classes • Applause Meeting, Staff Café, 7PM						• Late Arrival for Students, 9:45AM • Climate, Culture and Behavior Committee, 6:30PM		
17			18			19		
• Dr. Martin Luther King, Jr. Day - Building Closed • Boys & Girls Track Tryouts Begin			• Open house/Incoming Course Selection Night					
24			25			26		
31						• Late Arrival for Students, 9:45AM		

Thursday		Friday	Saturday/Sunday	
			NEW YEAR'S DAY	1
				2
6 • Community Council, Staff Café, 7:30PM		7 • First Semester Report Cards Sent • OPRFHS Common Scholarship Application Available Exclusively Online at 12PM		8 9
13 • Committee of the Whole and Special Meeting, 6:30PM		14		15 16
20 • IHSA Regional Speech Public Performance, LT, 6PM		21		22 23
27 • Spoken Word Poetry Slam, Aud, 8:52AM • Board of Education Meeting, 6:30PM		28 • Last Day to Change Course Request for 2021-2022 School year • OPRFHS Common Scholarship Application Closes at 3:30PM • Gap Year Fair, Virtual, 6:30PM		29 30

February 2022

Monday			Tuesday			Wednesday		
			1			2		
			• A.P.P.L.E Meeting, Staff Café, 6:30PM					
7			8			9		
						• Late Arrival for Students, 9:45AM • Climate, Culture and Behavior Committee, 6:30PM		
14			15			16		
• Applause Meeting, Staff Café, 7PM						• Studio 200 Show #3, 4PM		
21			22			23		
PRESIDENTS' DAY • Presidents' Day - Building Closed			• Staff Development Day - No School for Students			• Late Arrival for Students, 9:45AM		
28								
• Spring Sports Tryouts Begin								

Thursday		Friday		Saturday/Sunday	
	<div>3</div> <div>• Community Council, Staff Café, 7:30PM</div>	<div>4</div> <div>• Mid-Quarter Failure Notices Sent</div> <div>• Student of the Quarter, Staff Café, 7:15Am</div>	<div>5</div> <div>6</div>		
	<div>10</div> <div>• Black Professionals Day</div> <div>• Committee of the Whole and Special Meeting, 6:30PM</div>	<div>11</div> <div>• Last Day to Drop Class with no Notation on Transcript</div> <div>• Last Day to Seek an Academic Level Change for Semester 2 Classes</div>	<div>12</div> <div>13</div>		
	<div>17</div> <div>• Studio 200 Show #3, 4PM</div> <div>• National African American Parent Involvement Night (NAAPID) Dinner, No. Café, 6PM</div>	<div>18</div> <div>• Studio 200 Show #3, 4PM</div>	<div>19</div> <div>20</div>		
	<div>24</div> <div>• Board of Education Meeting, 6:30PM</div>	<div>25</div>	<div>26</div> <div>27</div>		

March 2022

Monday			Tuesday			Wednesday		
			1			2		
			• A.P.P.L.E Meeting, Staff Café, 6:30PM					
7			8			9		
• Boys Volleyball Tryouts Begin • Staff Development Day - No School for Students						• Late Arrival for Students, 9:45AM • Career Pathways Night, Virtual, 6:30PM • Climate, Culture and Behavior Committee, 6:30PM		
14			15			16		
						• Late Arrival for Students, 9:45AM		
21			22			23		
			• Wind Symphonic Band Concert, Aud, 7PM					
28			29			30		
• Spring Break - Building And District Offices Open, 7:30AM - 3:30PM			• Spring Break - Building And District Offices Open, 7:30AM - 3:30PM			• Spring Break - Building And District Offices Open, 7:30AM - 3:30PM		

Thursday		Friday		Saturday/Sunday	
	<div>3</div> <div>• Community Council, Staff Café, 7:30PM</div>	<div>4</div> <div>• End of Third Grading Period (3rd Quarter) • Incomplete Grades from Frist Semester Revert to Failure Grade • Last Day to Drop Class with No Notation on Transcript</div>	<div>5</div> <div>• Spring Musical, Aud, 7PM</div>	<div>6</div> <div>• Spring Musical, Aud, 3PM</div>	
	<div>10</div> <div>• Committee of the Whole and Special Meeting, 6:30PM</div>	<div>11</div> <div>• 3rd Quarter Report Cards Sent • Spring Musical, Aud, 7PM</div>	<div>12</div> <div>• SAT Testing, 7:30AM • Spring Freshman Student/Parent Athletic Meeting, Aud, 9AM • Spring Musical, Aud, 7PM</div>	<div>13</div> <div>DAYLIGHT SAVINGS TIME BEGINS</div>	
	<div>17</div> <div>• Little Theatre Show #3, 4PM • Orchestra Concert, Aud, 7PM</div>	<div>18</div> <div>• Little Theatre Show #3, 7PM • Snowball Retreat</div>	<div>19</div> <div>• Little Theatre Show #3, 7PM • Snowball Retreat</div>	<div>20</div> <div>• Snowball Retreat</div>	
	<div>24</div> <div>• Board of Education Meeting, 6:30PM • Wind Ensemble And Symphony Orchestra, Aud, 7PM</div>	<div>25</div>	<div>26</div>	<div>27</div>	
	<div>31</div> <div>• Spring Break - Building And District Offices Open, 7:30AM - 3:30PM</div>				

April 2022

Monday		Tuesday		Wednesday	
4		5 • A.P.P.L.E Meeting, Staff Café, 6:30PM		6 • Late Arrival for Students, 9:45AM	
11 • A.P.P.L.E Meeting, Staff Café, 6:30PM		12 • Driver's Ed Summer School Registration, N. Café, 7PM		13 • Climate, Culture and Behavior Committee, 6:30PM	
18		19 • Student Recognition Ceremony, 7AM		20 • Late Arrival for Students, 9:45AM • Studio 200 Show #4, 7PM	
25		26 • Driver's Ed Summer School Registration, No. Café, 7PM		27	

Thursday			Friday			Saturday/Sunday		
			<div>1</div> <ul style="list-style-type: none"> Spring Break - Building And District Offices Open, 7:30AM - 3:30PM 			<div>2</div> <ul style="list-style-type: none"> ACT Testing, 7:30AM 		
						3		
<div>7</div> <ul style="list-style-type: none"> Community Council, Staff Café, 7:30PM 			8			9		
						10		
<div>14</div> <ul style="list-style-type: none"> Committee of the Whole and Special Meeting, 6:30PM Show Choir Concert, Aud, 7PM 			<div>15</div> <ul style="list-style-type: none"> Building Closed 			16		
						17		
<div>21</div> <ul style="list-style-type: none"> Studio 200 Show #4, 4PM Show Choir Concert, Aud, 7PM 			<div>22</div> <ul style="list-style-type: none"> Studio 200 Show #4, 7PM 			<div>23</div> <ul style="list-style-type: none"> Harmony Concert, Aud, 7PM 		
						24		
<div>28</div> <ul style="list-style-type: none"> Board Of Education Meeting, 6:30PM Vocal Jazz Performance, LT, 7PM 			<div>29</div> <ul style="list-style-type: none"> Orchesis Performance, Aud, 7PM 			<div>30</div> <ul style="list-style-type: none"> Orchesis Performance, Aud, 7PM 		

May 2022

Monday	Tuesday	Wednesday
<p>• AP Testing</p> <p>2</p>	<p>• AP Testing</p> <p>• Honors Convocation, Aud, 6:30PM</p> <p>• A.P.P.L.E Meeting, Staff Café, 6:30PM</p> <p>3</p>	<p>• AP Testing</p> <p>• Late Arrival for Students, 9:45AM</p> <p>• Sophomore Parent/Guardian Planning Night - Virtual, 6:30PM</p> <p>4</p>
<p>• AP Testing</p> <p>9</p>	<p>• AP Testing</p> <p>10</p>	<p>• AP Testing</p> <p>• Climate, Culture and Behavior Committee, 6:30PM</p> <p>• Spoken Word Performance, LT, 6:30PM</p> <p>11</p>
<p>16</p>	<p>• Orchestra Farewell Concert, Aud, 7PM</p> <p>17</p>	<p>• Late Arrival for Students, 9:45AM</p> <p>• Symphonic Band Concert, Aud, 7PM</p> <p>18</p>
<p>• End of Fourth Grading Period (4th Quarter)</p> <p>23</p>	<p>• Second Semester Final Exams</p> <p>• Senior Sports Awards, Aud, 7PM</p> <p>24</p>	<p>• Second Semester Final Exams</p> <p>25</p>
<p>MEMORIAL DAY</p> <p>• Memorial Day - Building Closed</p> <p>30</p>	<p>31</p>	

Thursday			Friday			Saturday/Sunday		
							1	• Orchesis Perfomance, Aud, 2PM
	5	• AP Testing • Little Theatre Show #4, 7PM • Community Council, Staff Café, 7:30PM		6	• AP Testing • Little Theatre Show #4, 7PM		7	• SAT Testing, 7:30AM • Little Theatre Show #4, 7pm
							8	
	12	• AP Testing • Committee of the Whole and Special Meeting, 6:30PM • Choral Concert, Aud, 7PM		13	• AP Testing		14	• Prom, 7:00PM-11:30PM
							15	
	19	• Wind Symphonic Band Concert, Aud, 7PM		20	• Little Theatre - One Acts, 7PM		21	• Little Theatre - One Acts, 7PM
							22	
	26	• Second Semester Final Exams • End of Second Semester - Last Day of Student Attendance • Board of Education Meeting, 6:30PM		27	• Staff Development Day • Graduation Practice, 11AM		28	
							29	• Class of 2022 Commencement, Stadium or Field House, 3PM

June 2022

Monday	Tuesday	Wednesday
		1
6	7	8 • Climate, Culture and Behavior Committee, 6:30PM
13	14	15
20	21	22
27	28	29

Thursday		Friday	Saturday/Sunday
	2 • Community Council, Staff Café, 7:30PM	3	4 • SAT Testing, 7:30AM 5
	9 • Committee of the Whole and Special Meeting, 6:30PM	10	11 • ACT Testing, 7:30AM 12
	16	17	18 19
	23 • Board of Education Meeting, 6:30PM	24	25 26
	30		

2021 | **AUG**

2

3

4

[illegible][illegible]

Case	Description	Outcome	Comments
1	A 10-year-old boy with a history of asthma and a recent diagnosis of diabetes mellitus presented with a 2-week history of polyuria, polydipsia, and weight loss. He had no other symptoms.	The patient was treated with insulin therapy and his symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
2	A 15-year-old girl with a history of diabetes mellitus presented with a 1-week history of polyuria, polydipsia, and weight loss. She had no other symptoms.	The patient was treated with insulin therapy and her symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
3	A 20-year-old man with a history of diabetes mellitus presented with a 3-week history of polyuria, polydipsia, and weight loss. He had no other symptoms.	The patient was treated with insulin therapy and his symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
4	A 25-year-old woman with a history of diabetes mellitus presented with a 4-week history of polyuria, polydipsia, and weight loss. She had no other symptoms.	The patient was treated with insulin therapy and her symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
5	A 30-year-old man with a history of diabetes mellitus presented with a 5-week history of polyuria, polydipsia, and weight loss. He had no other symptoms.	The patient was treated with insulin therapy and his symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
6	A 35-year-old woman with a history of diabetes mellitus presented with a 6-week history of polyuria, polydipsia, and weight loss. She had no other symptoms.	The patient was treated with insulin therapy and her symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
7	A 40-year-old man with a history of diabetes mellitus presented with a 7-week history of polyuria, polydipsia, and weight loss. He had no other symptoms.	The patient was treated with insulin therapy and his symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
8	A 45-year-old woman with a history of diabetes mellitus presented with a 8-week history of polyuria, polydipsia, and weight loss. She had no other symptoms.	The patient was treated with insulin therapy and her symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
9	A 50-year-old man with a history of diabetes mellitus presented with a 9-week history of polyuria, polydipsia, and weight loss. He had no other symptoms.	The patient was treated with insulin therapy and his symptoms resolved.	The patient's condition was managed successfully with insulin therapy.
10	A 55-year-old woman with a history of diabetes mellitus presented with a 10-week history of polyuria, polydipsia, and weight loss. She had no other symptoms.	The patient was treated with insulin therapy and her symptoms resolved.	The patient's condition was managed successfully with insulin therapy.

[illegible]

Table 1. Demographic characteristics of the study population	
Age (years)	18-24
Gender	Male
Marital status	Married
Education	High school
Occupation	Student
Religion	Islam
Family size	3-4
Income (USD)	1000-1500
Health status	Healthy
Smoking status	Non-smoker
Alcohol consumption	Non-drinker
Physical activity	Sedentary
Dietary habits	Vegetarian
Stress level	Low
Sleep pattern	Regular
Family history of disease	No
Current medications	None
Previous medical conditions	No
Genetic predisposition	No
Environmental factors	Low
Social support	High
Health awareness	High
Access to healthcare	Good
Health insurance	Yes
Healthcare utilization	Regular
Healthcare satisfaction	High
Healthcare accessibility	Good
Healthcare quality	High
Healthcare safety	High
Healthcare effectiveness	High
Healthcare efficiency	High
Healthcare equity	High
Healthcare transparency	High
Healthcare accountability	High
Healthcare responsiveness	High
Healthcare patient-centeredness	High
Healthcare team-based care	High
Healthcare continuous improvement	High
Healthcare innovation	High
Healthcare leadership	High
Healthcare governance	High
Healthcare culture	High
Healthcare values	High
Healthcare mission	High
Healthcare vision	High
Healthcare strategy	High
Healthcare implementation	High
Healthcare evaluation	High
Healthcare monitoring	High
Healthcare reporting	High
Healthcare communication	High
Healthcare collaboration	High
Healthcare partnership	High
Healthcare engagement	High
Healthcare empowerment	High
Healthcare participation	High
Healthcare inclusion	High
Healthcare diversity	High
Healthcare equity	High
Healthcare justice	High
Healthcare fairness	High
Healthcare integrity	High
Healthcare honesty	High
Healthcare trustworthiness	High
Healthcare reliability	High
Healthcare predictability	High
Healthcare consistency	High
Healthcare uniformity	High
Healthcare standardization	High
Healthcare certification	High
Healthcare accreditation	High
Healthcare compliance	High
Healthcare regulation	High
Healthcare supervision	High
Healthcare oversight	High
Healthcare control	High
Healthcare management	High
Healthcare administration	High
Healthcare operations	High
Healthcare logistics	High
Healthcare supply chain	High
Healthcare procurement	High
Healthcare inventory	High
Healthcare distribution	High
Healthcare delivery	High
Healthcare service	High
Healthcare care	High
Healthcare treatment	High
Healthcare intervention	High
Healthcare procedure	High
Healthcare protocol	High
Healthcare guideline	High
Healthcare standard	High
Healthcare benchmark	High
Healthcare target	High
Healthcare objective	High
Healthcare goal	High
Healthcare purpose	High
Healthcare mission	High
Healthcare vision	High
Healthcare strategy	High
Healthcare implementation	High
Healthcare evaluation	High
Healthcare monitoring	High
Healthcare reporting	High
Healthcare communication	High
Healthcare collaboration	High
Healthcare partnership	High
Healthcare engagement	High
Healthcare empowerment	High
Healthcare participation	High
Healthcare inclusion	High
Healthcare diversity	High
Healthcare equity	High
Healthcare justice	High
Healthcare fairness	High
Healthcare integrity	High
Healthcare honesty	High
Healthcare trustworthiness	High
Healthcare reliability	High
Healthcare predictability	High
Healthcare consistency	High
Healthcare uniformity	High
Healthcare standardization	High
Healthcare certification	High
Healthcare accreditation	High
Healthcare compliance	High
Healthcare regulation	High
Healthcare supervision	High
Healthcare oversight	High
Healthcare control	High
Healthcare management	High
Healthcare administration	High
Healthcare operations	High
Healthcare logistics	High
Healthcare supply chain	High
Healthcare procurement	High
Healthcare inventory	High
Healthcare distribution	High
Healthcare delivery	High
Healthcare service	High
Healthcare care	High
Healthcare treatment	High
Healthcare intervention	High
Healthcare procedure	High
Healthcare protocol	High
Healthcare guideline	High
Healthcare standard	High
Healthcare benchmark	High
Healthcare target	High
Healthcare objective	High
Healthcare goal	High
Healthcare purpose	High

Notes

	M	T	W	T	F	S	S
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
	M	T	W	T	F	S	S
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

THU

5

FRI

6

SAT

7

SUN

8

• Deadline for Submission of Summer Program Grades

2021 | AUG

Notes

MON

9



10

WED

11

- Fall Sports Tryouts Begin - All Sports
- Junior/Senior Schedule/Textbook Pick Up Per Assigned Times

- Fall Sports Tryouts Continued
- Freshman Schedule/Textbook Pick Up Per Assigned Times

- Fall Sports Tryouts Continued
- Sophomores Schedule/Textbook Pick Up Per Assigned Times

Notes

AUG 2021	M	T	W	T	F	S	S
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
SEP 2021	M	T	W	T	F	S	S
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

THU

12

FRI

13

SAT

14

SUN

15

- Institute Day - No School for Students
- Make-Up Schedule/Textbook Pick Up to All Classes 3:30PM
- Committee of the Whole and Special Meetings, 6:30PM

- Huskie Kick Off Day - Freshman Only
- Make-Up Schedule/Textbook Pick Up for all Classes, 8AM-3PM

2021 | **AUG**

Notes

18

[illegible]

- First Semester Begins - All School Attendance
- Freshman Parent/Guardian Huskie Kick-Off Meeting - Virtual, 6:30PM

Notes

AUG 2021	M	T	W	T	F	S	S
							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
SEP 2021	M	T	W	T	F	S	S
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

THU

19

FRI

20

SAT

21

SUN

22

• Fall Freshman Student/Parent Athletic Meeting, 9AM

2021 | AUG

Notes

MON

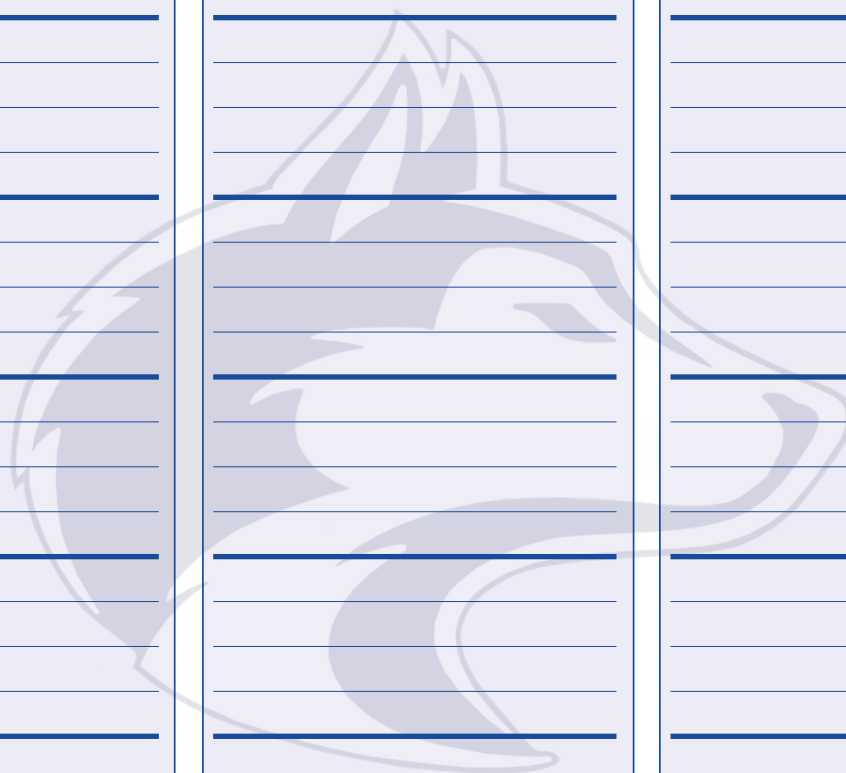
23

TUE

24

WED

25



Notes

AUG 2021	M	T	W	T	F	S	S
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
SEP 2021	M	T	W	T	F	S	S
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

THU

26

FRI

27

SAT

28

SUN

29

• Board of Education Meeting, 6:30PM

• Friday Night Football, 7:30PM

• SAT Testing, 7:30AM

2021 | SEP

Notes

30

31

1

SEP

Notes

SEP 2021	M	T	W	T	F	S	S
		1	2	3	4	5	
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

OCT 2021	M	T	W	T	F	S	S
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

THU

2

FRI

3

SAT

4

SUN

5

- Back To School Night, 6PM - 9PM
- Community Council, Staff Café, 7:30PM

- Staff Development Day - No School for Students
- Friday Night Football, 7:30PM

2021 | SEP

Notes

MON

6

TUE

7

WED

8

LABOR DAY

- Labor Day - Building Closed

- A.P.P.L.E Meeting, Staff Café, 6:30PM

- Late Arrival for Students, 9:45AM
- Climate, Culture and Behavior Committee, 6:30PM
- Senior College Essay Writing Workshop - Virtual, 6:30PM

Notes

SEP 2021	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

OCT 2021	M	T	W	T	F	S	S
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

THU

9

FRI

10

SAT

11

SUN

12

- Activity Fair - All Lunch Periods
- National Merit Breakfast, Staff Cafe, 7:15AM
- Committee of the Whole and Special Meetings, 6:30PM

- Friday Night Football, 7:30PM

- ACT Testing, 7:30AM

2021 | SEP

Notes

Notes

15

[illegible]

• Applause Meeting, Staff Café, 7PM		

Notes

SEP 2021	M	T	W	T	F	S	S
		1	2	3	4	5	
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
OCT 2021	M	T	W	T	F	S	S
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

THU

16

FRI

17

SAT

18

SUN

19

• Mid-Quarter Failure Notices Sent

2021 | SEP

Notes

MON

20



21

WED

22

- Spirit Week

- Spirit Week

FIRST DAY OF AUTUMN

- Spirit Week
- Late Arrival for Students, 9:45AM
- Girl's Flag Football Championship, Stadium, 6:30PM
- Transfer Student Parent/Guardian Night - Virtual, 6:30PM
- Studio 200 Show #1, 7PM

Notes

SEP 2021	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
OCT 2021	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
	M	T	W	T	F	S	S
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

THU

23

FRI

24

SAT

25

SUN

26

• Homecoming Dance, 7PM

- Spirit Week
- Board of Education Meeting, 6:30PM
- Studio 200 Show #1, 7PM

- Spirit Week
- Last Day to Drop a Class with Notation on Transcript
- Last Day to Seek an Academic Level Change
- Fall Spirit Assembly, Fieldhouse, 2:24PM
- Studio 200 Show #1, 4PM
- Friday Night Football - Homecoming, 7:30PM

2021 | OCT

Notes

29

Notes

OCT 2021	M	T	W	T	F	S	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

THU

30

FRI

1

SAT

2

OCT

- SAT Testing, 7:30AM
- Little Theatre Show #1, 7PM

SUN

3

- PING Kickoff, 5PM

- Little Theatre Show #1, 7PM

2021 | OCT

Notes

MON

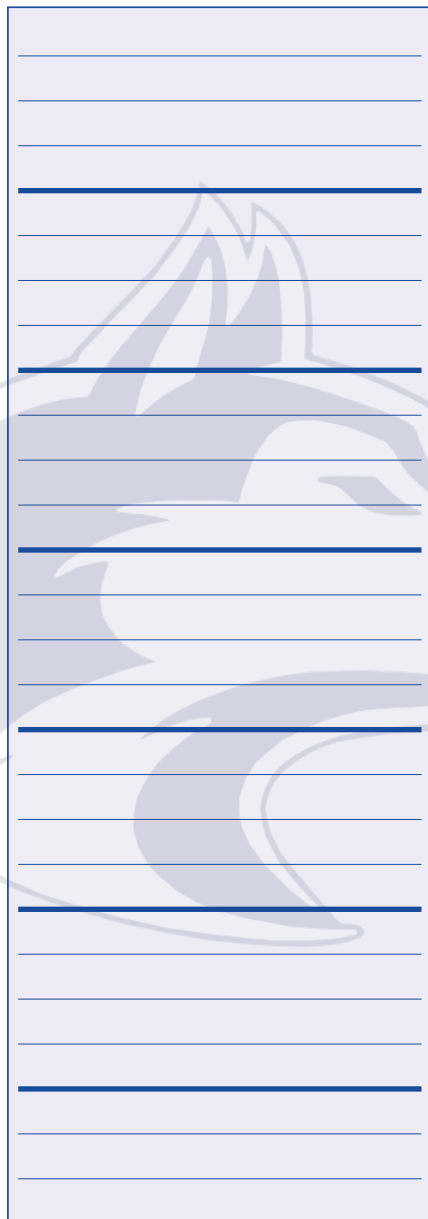
4

TUE

5

WED

6

[illegible][illegible][illegible]

- A.P.P.L.E Meeting, Staff Café, 6:30PM

- Late Arrival for Students, 9:45AM
- Financial Aid Night - Virtual, 6:30PM

- Late Arrival for Students, 9:45AM
- Financial Aid Night - Virtual, 6:30PM

	M	T	W	T	F	S	S
OCT					1	2	3
2021	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
NOV							
2021	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

2021 | OCT

Notes

MON

11

TUE

12

WED

13

- Building Closed

- Applause Meeting, Staff Café, 7PM

- Climate, Culture and Behavior Committee, 6:30PM

Notes

OCT 2021	M	T	W	T	F	S	S
					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

THU

14

FRI

15

SAT

16

SUN

17

- Physicals Due by the End of Day
- Committee of the Whole and Special Meeting, 6:30PM

- 2021/2022 Incomplete Grades Revert to Failure Grade
- End of First Grading Period (1st Quarter)
- Last Day to Drop Class with no Notation on Transcript
- Friday Night Football, 7:30PM

2021 | OCT

Notes

MON

18



19

WED

20

- Red Ribbon Week
- Second Quarter Begins

- Red Ribbon Week
- Huskie Music Fest, 6PM

- Late Arrival for Students, 9:45AM
- Red Ribbon Week
- College Planning Night for Families of Juniors, Virtual, 6:30PM

Notes

OCT 2021	M	T	W	T	F	S	S
					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

THU

21

FRI

22

SAT

23

- ACT Testing, 7:30AM
- Orchesis Performance, Aud, 7PM

SUN

24

- Red Ribbon Week

- First Quarter Report Cards Sent
- Red Ribbon Week
- Orchesis Performance, Aud, 7PM

- Orchesis Performance, Aud, 2PM

2021 | OCT

Notes

MON

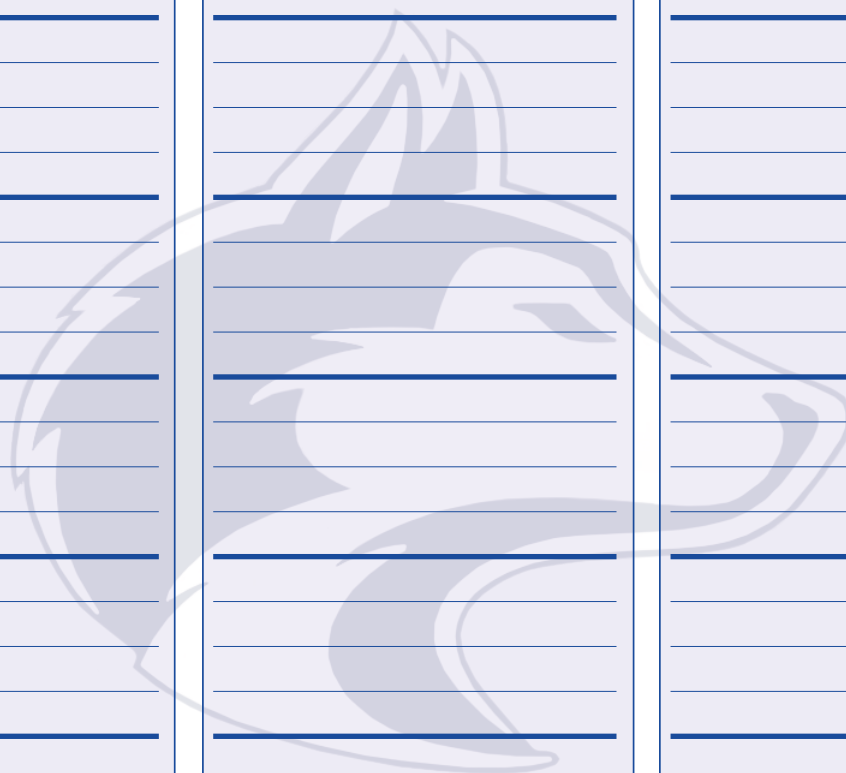
25

TUE

26

WED

27



Notes

OCT 2021	M	T	W	T	F	S	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

THU

28

FRI

29

SAT

30

SUN

31

- Parent/Teacher Conferences - No School For Students
- Board of Education Meeting, 6:30PM

- Building Closed
- IHSA Football Playoffs, TBD

2021 | NOV

Notes

MON

1

TUE

2

WED

3

- **Girls Basketball Tryouts Begin**

- Girls Basketball Tryouts Continued
- A.P.P.L.E, Staff Café, 6:30PM

- Late Arrival for Students, 9:45AM
- Studio 200 Show #2, 4PM

Notes

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	
DEC 2021	M	T	W	T	F	S	S
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30
31							

THU

4

FRI

5

SAT

6

SUN

7

- Student of the Quarter, Staff Café, 7:15AM
- Committee of the Whole and Special Meeting, 6:30PM
- Studio 200 Show #2, 7PM

- BLU Talent Show Performance, 7PM
- Studio 200 Show #2, 7PM

DAYLIGHT SAVINGS TIME ENDS

2021 | NOV

Notes

MON

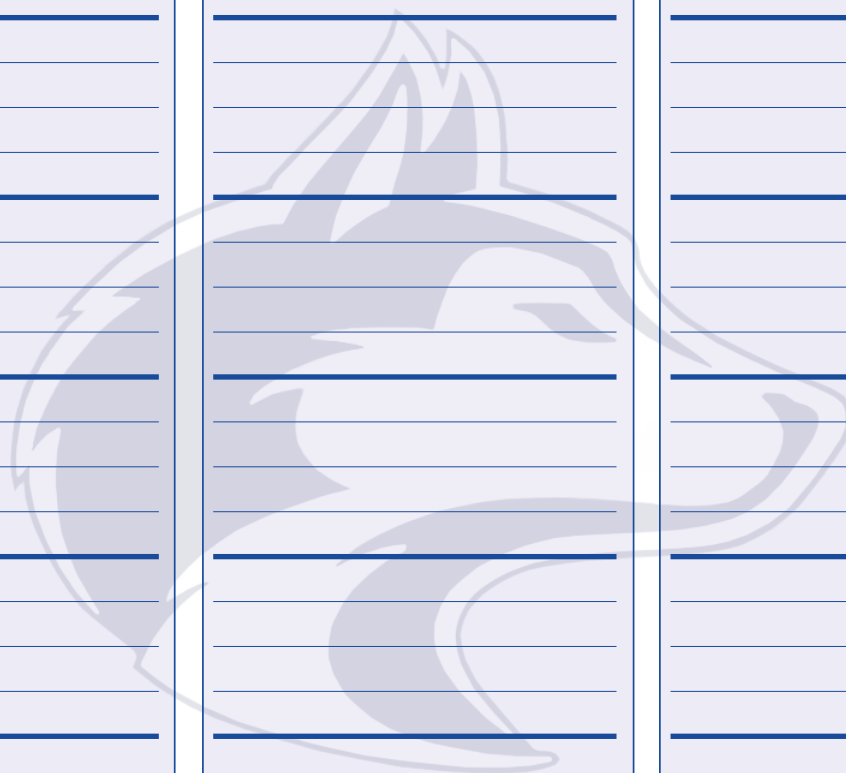
8

TUE

9

WED

10



- Winter Sports Tryouts
- APPLAUSE, Staff Café, 7PM

- Jazz Ensemble Concert, Aud, 7PM

- Climate, Culture and Behavior Committee, 6:30PM

Notes

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	

DEC 2021	M	T	W	T	F	S	S
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30
31							

THU

11

FRI

12

SAT

13

SUN

14

• Community Council, Staff Café, 7:30PM

• Tradition of Excellence Assembly 2A, 8:45AM
• Tradition of Excellence 2B, 9:40AM
• Little Theatre Show #2, 7PM

• Winter Freshman Student Parent Athletic Meeting, Aud, 9AM
• Little Theatre Show #2, 7PM

2021 | NOV Notes

17

[illegible][illegible]

Table 1. Demographic characteristics of the study population	
Age (years)	18-24
Gender	Male
Marital status	Married
Education	High school
Occupation	Student
Religion	Islam
Family size	2-3
Income (USD)	1000-1500
Health status	Healthy
Smoking status	Non-smoker
Alcohol consumption	Non-drinker
Physical activity	Sedentary
Dietary habits	Vegetarian
Stress level	Low
Sleep pattern	Regular
Genetic background	Iranian
Geographical location	Tehran
Season	Spring
Study duration	6 months
Sample size	100
Response rate	95%
Consent rate	98%
Dropout rate	2%
Follow-up rate	90%
Retention rate	85%
Completion rate	80%
Adherence rate	75%
Compliance rate	70%
Participation rate	65%
Engagement rate	60%
Retention rate	55%
Completion rate	50%
Adherence rate	45%
Compliance rate	40%
Participation rate	35%
Engagement rate	30%
Retention rate	25%
Completion rate	20%
Adherence rate	15%
Compliance rate	10%
Participation rate	5%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	0%
Engagement rate	0%
Retention rate	0%
Completion rate	0%
Adherence rate	0%
Compliance rate	0%
Participation rate	

- Late Arrival for Students, 9:45AM

Notes

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	

DEC 2021	M	T	W	T	F	S	S
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30
31							

THU

18

FRI

19

SAT

20

SUN

21

- Board of Education Meeting, 6:30PM
- Choral Concert, Aud, 7PM

- Mid-Quarter Failure Notices Sent
- Little Theatre Show #2, 7PM

- Harmony Concert, Aud, 7PM
- Little Theatre Show #2, 7PM

2021 | NOV

Notes

MON

22

TUE

23

WED

24

- Boys Swim Tryouts Begin

- College Sweatshirt Day

- Thanksgiving Break - Building Closed

Notes

NOV 2021	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	

DEC 2021	M	T	W	T	F	S	S
		1	2	3	4	5	6
7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30
31							

THU

25

FRI

26

SAT

27

SUN

28

• Thanksgiving Break - Building Closed

• Thanksgiving Break - Building Closed

2021 | DEC

Notes

1

DEC

- Late Arrival for Students, 9:45AM

Notes

DEC 2021	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

JAN 2022	M	T	W	T	F	S	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

THU

2

FRI

3

SAT

4

SUN

5

• Committee of the Whole and Special Meeting, 6:30PM

• SAT Testing, 7:30AM

2021 | DEC

Notes	

6

7

8

[illegible]

Notes

DEC 2021	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
JAN 2022	M	T	W	T	F	S	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

THU

9

FRI

10

SAT

11

SUN

12

• Prisms of Winter Concert, Aud,7PM
• Community Council, Staff Café, 7:30PM

• Prisms Of Winter Concert, Aud,7PM

2021 | DEC

Notes

15

[illegible][illegible]

- APPLAUSE, Staff Café, 7PM

- End of Second Grading Period (2nd Quarter)

- First Semester Final Exams

Notes

DEC 2021	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
JAN 2022	M	T	W	T	F	S	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

THU

16

FRI

17

SAT

18

SUN

19

- First Semester Final Exams
- Board of Education Meeting, 6:30PM

- End of First Semester
- First Semester Final Exams

Notes

MON	20	TUE	21	WED	22
					
					
<div>• Winter Break - Building And District Offices Open 7:30AM-3:30PM</div>					
<div>FIRST DAY OF WINTER • Winter Break - Building And District Offices Open 7:30AM-3:30PM</div>					
<div>• Winter Break - Building Closed</div>					

Notes

DEC 2021	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
JAN 2022	M	T	W	T	F	S	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

THU

23

FRI

24

SAT

25

SUN

26


• Winter Break - Building Closed

• Winter Break - Building Closed

2021 | DEC

Notes	

29

[illegible][illegible]

- Winter Break - Building Closed

- Winter Break - Building Closed

- Winter Break - Building Closed

Notes

DEC 2021	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
JAN 2022	M	T	W	T	F	S	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

THU

30

FRI

31

SAT

1

JAN

NEW YEAR'S DAY

SUN

2

• Winter Break - Building Closed

• New Year's Eve
• Winter Break - Building Closed

2022 | JAN

Notes

	Notes

5

[illegible]

- Institute Day - No School For Students
- Jazz Band Concert, LT, 6:30PM

- Second Semester Begins

Notes

JAN 2022	M	T	W	T	F	S	S
						1	2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	31
FEB 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28

THU

6

FRI

7

SAT

8

SUN

9

• Community Council, Staff Café, 7:30PM

- First Semester Report Cards Sent
- OPRFHS Common Scholarship Application Available Exclusively Online at 12PM

2022 | JAN

Notes

Notes

12

[illegible][illegible]

- Last Day to Add Classes
- Applause Meeting, Staff Café, 7PM

- Late Arrival for Students, 9:45AM
- Climate, Culture and Behavior Committee, 6:30PM

Notes

JAN 2022	M	T	W	T	F	S	S
						1	2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							
FEB 2022	M	T	W	T	F	S	S
		1	2	3	4	5	6
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

THU

13

FRI

14

SAT

15

SUN

16

• Committee of the Whole and Special Meeting, 6:30PM

2022 | JAN

Notes

MON

17



18

WED

19

DR. MARTIN LUTHER KING, JR. DAY

- Boys & Girls Track Tryouts Begin
- Dr. Martin Luther King, Jr. Day - Building Closed

- Incoming Freshman Parent Transition Night - Virtual, 6:30PM

Notes

JAN 2022	M	T	W	T	F	S	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
FEB 2022	M	T	W	T	F	S	S
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28						

THU

20

FRI

21

SAT

22

SUN

23

• IHSA Regional Speech Public Performance, LT, 6PM

2022 | JAN

Notes

Notes	

26

Date _____		
<div>1</div>		
<div>2</div>		
<div>3</div>		
<div>4</div>		
<div>5</div>		
<div>6</div>		
<div>7</div>		
<div>8</div>		
<div>9</div>		
<div>10</div>		
• Late Arrival for Students, 9:45AM		

Notes

JAN 2022	M	T	W	T	F	S	S
						1	2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							
FEB 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

THU

27

FRI

28

SAT

29

SUN

30

- Spoken Word Poetry Slam, Aud, 8:52AM
- Board of Education Meeting, 6:30PM

- Last Day to Change Course Request for 2021-2022 School year
- OPRFHS Common Scholarship Application Closes at 3:30PM
- Gap Year Fair, Virtual, 6:30PM

2022 | FEB

Notes

MON

31



1

WED

2

JAN

FEB

Notes

FEB 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

MAR 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

THU

3

FRI

4

SAT

5

SUN

6

• Community Council, Staff Café, 7:30PM

- Mid-Quarter Failure Notices Sent
- Student of the Quarter, Staff Café, 7:15Am

2022 | FEB

Notes

MON

7



8

WED

9

Notes

FEB 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

MAR 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

THU

10

FRI

11

SAT

12

SUN

13

- Black Professionals Day
- Committee of the Whole and Special Meeting, 6:30PM

- Last Day to Drop Class with no Notation on Transcript
- Last Day to Seek an Academic Level Change for Semester 2 Classes

2022 | FEB

Notes

MON

14

TUE

15

WED

16

- Applause Meeting, Staff Café, 7PM

- Studio 200 Show #3, 4PM

Notes

FEB 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

MAR 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

THU

17

FRI

18

SAT

19

SUN

20

- Studio 200 Show #3, 4PM
- National African American Parent Involvement Night (NAAPID) Dinner, No. Café, 6PM

- Studio 200 Show #3, 4PM

2022 | FEB

Notes

MON

21

TUE

22

WED

23

PRESIDENTS' DAY

- Presidents' Day - Building Closed

- Staff Development Day - No School for Students

- Late Arrival for Students, 9:45AM

Notes

FEB 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

MAR 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

THU

24

FRI

25

SAT

26

SUN

27

• Board of Education Meeting, 6:30PM

2022 | MAR

Notes

MON 28

TUE 1

WED 2

[illegible][illegible]

- Spring Sports Tryouts Begin

- A.P.P.L.E Meeting, Staff Café, 6:30PM

2022 | MAR

Notes

MON

7



8

WED

9

- Boys Volleyball Tryouts Begin
- Staff Development Day - No School for Students

- Late Arrival for Students, 9:45AM
- Career Pathways Night, Virtual, 6:30PM
- Climate, Culture and Behavior Committee, 6:30PM

Notes

MAR 2022	M	T	W	T	F	S	S
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
APR 2022	M	T	W	T	F	S	S
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

THU

10

FRI

11

SAT

12

- SAT Testing, 7:30AM
- Spring Freshman Student/Parent Athletic Meeting, Aud, 9AM
- Spring Musical, Aud, 7PM

SUN

13

- Committee of the Whole and Special Meeting, 6:30PM

- 3rd Quarter Report Cards Sent
- Spring Musical, Aud, 7PM

DAYLIGHT SAVINGS TIME BEGINS

2022 | MAR Notes

		Notes

16

[illegible][illegible][illegible]

- Late Arrival for Students, 9:45AM

Notes

MAR 2022	M	T	W	T	F	S	S
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

APR 2022	M	T	W	T	F	S	S
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

THU

17

FRI

18

SAT

19

SUN

20

- Little Theatre Show #3, 4PM
- Orchestra Concert, Aud, 7PM


- Little Theatre Show #3, 7PM
- Snowball Retreat

- Snowball Retreat

2022 | MAR Notes

	Notes

23

[illegible][illegible]

- Wind Symphonic Band Concert, Aud, 7PM

[illegible]

Notes

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

M	T	W	T	F	S	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

THU

24

FRI

25

SAT

26

SUN

27

- Board of Education Meeting, 6:30PM
- Wind Ensemble And Symphony Orchestra, Aud, 7PM

2022 | APR

Notes

MON

28



29

WED

30

MAR

- **Spring Break - Building And District Offices Open, 7:30AM - 3:30PM**

- Spring Break - Building And District Offices Open, 7:30AM - 3:30PM

- Spring Break - Building And District Offices Open, 7:30AM - 3:30PM

APR 2022	M	T	W	T	F	S	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
MAY 2022	M	T	W	T	F	S	S
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

2022 | APR Notes

	Notes

4

5

6

[illegible][illegible]

Country	Year	Population	GDP	GDP per capita
China	2000	1,210,563,000	10,965,900,000	9,061
China	2001	1,217,630,000	12,150,000,000	9,978
China	2002	1,224,697,000	13,335,000,000	10,900
China	2003	1,231,764,000	14,520,000,000	11,800
China	2004	1,238,831,000	15,705,000,000	12,700
China	2005	1,245,898,000	16,890,000,000	13,600
China	2006	1,252,965,000	18,075,000,000	14,400
China	2007	1,260,032,000	19,260,000,000	15,300
China	2008	1,267,100,000	20,445,000,000	16,150
China	2009	1,274,167,000	21,630,000,000	17,000
China	2010	1,281,234,000	22,815,000,000	17,800
China	2011	1,288,301,000	24,000,000,000	18,600
China	2012	1,295,368,000	25,185,000,000	19,450
China	2013	1,302,435,000	26,370,000,000	20,250
China	2014	1,309,502,000	27,555,000,000	21,050
China	2015	1,316,569,000	28,740,000,000	21,850
China	2016	1,323,636,000	29,925,000,000	22,650
China	2017	1,330,703,000	31,110,000,000	23,400
China	2018	1,337,770,000	32,295,000,000	24,150
China	2019	1,344,837,000	33,480,000,000	24,900

- A.P.P.L.E Meeting, Staff Café, 6:30PM

- Late Arrival for Students, 9:45AM

Notes

APR 2022	M	T	W	T	F	S	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

MAY 2022	M	T	W	T	F	S	S
						1	
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

THU

7

FRI

8

SAT

9

SUN


10

• Community Council, Staff Café, 7:30PM

2022 | APR Notes

		Notes

13

[illegible][illegible]

- A.P.P.L.E Meeting, Staff Café, 6:30PM

- Driver's Ed Summer School Registration, N. Café, 7PM

- Climate, Culture and Behavior Committee, 6:30PM

Notes

APR 2022	M	T	W	T	F	S	S
						1	2
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

MAY 2022	M	T	W	T	F	S	S
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

THU

14

FRI

15

SAT

16

SUN

17

- Committee of the Whole and Special Meeting, 6:30PM
- Show Choir Concert, Aud, 7PM

- Building Closed

2022 | APR

Notes

Notes

20

[illegible][illegible]

Table 1. Demographic characteristics of the study population	
Age (years)	18-24
Gender	Male
Marital status	Married
Education	High school
Occupation	Student
Religion	Islam
Family size	3-4
Income (USD)	1000-1500
Health status	Healthy
Smoking status	Non-smoker
Alcohol consumption	Non-drinker
Physical activity	Sedentary
Dietary habits	Vegetarian
Stress level	Low
Sleep pattern	Regular
Family history of disease	No
Current medications	None
Previous medical conditions	No
Genetic testing results	None
Environmental factors	Urban
Socioeconomic status	Lower
Cultural background	Iranian
Language spoken at home	Persian
Religious observance	High
Community involvement	Low
Health insurance status	Public
Access to healthcare	Good
Health literacy level	Basic
Health beliefs	Traditional
Health behaviors	Unhealthy
Health outcomes	Adverse
Healthcare utilization	Low
Healthcare satisfaction	Low
Healthcare access barriers	Financial
Healthcare quality of care	Poor
Healthcare provider communication	Poor
Healthcare provider knowledge	Low
Healthcare provider attitudes	Negative
Healthcare provider skills	Low
Healthcare provider empathy	Low
Healthcare provider respect	Low
Healthcare provider confidentiality	Low
Healthcare provider honesty	Low
Healthcare provider integrity	Low
Healthcare provider professionalism	Low
Healthcare provider accountability	Low
Healthcare provider responsibility	Low
Healthcare provider transparency	Low
Healthcare provider openness	Low
Healthcare provider communication skills	Low
Healthcare provider knowledge skills	Low
Healthcare provider attitudes skills	Low
Healthcare provider skills skills	Low
Healthcare provider empathy skills	Low
Healthcare provider respect skills	Low
Healthcare provider confidentiality skills	Low
Healthcare provider honesty skills	Low
Healthcare provider integrity skills	Low
Healthcare provider professionalism skills	Low
Healthcare provider accountability skills	Low
Healthcare provider responsibility skills	Low
Healthcare provider transparency skills	Low
Healthcare provider openness skills	Low
Healthcare provider communication skills skills	Low
Healthcare provider knowledge skills skills	Low
Healthcare provider attitudes skills skills	Low
Healthcare provider skills skills skills	Low
Healthcare provider empathy skills skills	Low
Healthcare provider respect skills skills	Low
Healthcare provider confidentiality skills skills	Low
Healthcare provider honesty skills skills	Low
Healthcare provider integrity skills skills	Low
Healthcare provider professionalism skills skills	Low
Healthcare provider accountability skills skills	Low
Healthcare provider responsibility skills skills	Low
Healthcare provider transparency skills skills	Low
Healthcare provider openness skills skills	Low
Healthcare provider communication skills skills skills	Low
Healthcare provider knowledge skills skills skills	Low
Healthcare provider attitudes skills skills skills	Low
Healthcare provider skills skills skills skills	Low
Healthcare provider empathy skills skills skills skills	Low
Healthcare provider respect skills skills skills skills	Low
Healthcare provider confidentiality skills skills skills skills	Low
Healthcare provider honesty skills skills skills skills	Low
Healthcare provider integrity skills skills skills skills	Low
Healthcare provider professionalism skills skills skills skills	Low
Healthcare provider accountability skills skills skills skills	Low
Healthcare provider responsibility skills skills skills skills	Low
Healthcare provider transparency skills skills skills skills	Low
Healthcare provider openness skills skills skills skills	Low
Healthcare provider communication skills skills skills skills	Low
Healthcare provider knowledge skills skills skills skills	Low
Healthcare provider attitudes skills skills skills skills	Low
Healthcare provider skills skills skills skills skills	Low
Healthcare provider empathy skills skills skills skills skills	Low
Healthcare provider respect skills skills skills skills skills	Low
Healthcare provider confidentiality skills skills skills skills skills	Low
Healthcare provider honesty skills skills skills skills skills	Low
Healthcare provider integrity skills skills skills skills skills	Low
Healthcare provider professionalism skills skills skills skills skills	Low
Healthcare provider accountability skills skills skills skills skills	Low
Healthcare provider responsibility skills skills skills skills skills	Low
Healthcare provider transparency skills skills skills skills skills	Low
Healthcare provider openness skills skills skills skills skills	Low
Healthcare provider communication skills skills skills skills skills	Low
Healthcare provider knowledge skills skills skills skills skills	Low
Healthcare provider attitudes skills skills skills skills skills	Low
Healthcare provider skills skills skills skills skills skills	Low
Healthcare provider empathy skills skills skills skills skills skills	Low
Healthcare provider respect skills skills skills skills skills skills	Low
Healthcare provider confidentiality skills skills skills skills skills skills	Low
Healthcare provider honesty skills skills skills skills skills skills	Low
Healthcare provider integrity skills skills skills skills skills skills	Low
Healthcare provider professionalism skills skills skills skills skills skills	Low
Healthcare provider accountability skills skills skills skills skills skills	Low
Healthcare provider responsibility skills skills skills skills skills skills	Low
Healthcare provider transparency skills skills skills skills skills skills	Low
Healthcare provider openness skills skills skills skills skills skills	Low
Healthcare provider communication skills skills skills skills skills skills	Low
Healthcare provider knowledge skills skills skills skills skills skills	Low
Healthcare provider attitudes skills skills skills skills skills skills	Low
Healthcare provider skills skills skills skills skills skills skills	Low
Healthcare provider empathy skills skills skills skills skills skills skills	Low
Healthcare provider respect skills skills skills skills skills skills skills	Low
Healthcare provider confidentiality skills skills skills skills skills skills skills	Low
Healthcare provider honesty skills skills skills skills skills skills skills	Low
Healthcare provider integrity skills skills skills skills skills skills skills	Low
Healthcare provider professionalism skills skills skills skills skills skills skills	Low
Healthcare provider accountability skills skills skills skills skills skills skills	Low
Healthcare provider responsibility skills skills skills skills skills skills skills	Low
Healthcare provider transparency skills skills skills skills skills skills skills	Low
Healthcare provider openness skills skills skills skills skills skills skills	Low
Healthcare provider communication skills skills skills skills skills skills skills	Low
Healthcare provider knowledge skills skills skills skills skills skills skills	Low
Healthcare provider attitudes skills skills skills skills skills skills skills	Low
Healthcare provider skills skills skills skills skills skills skills skills	Low
Healthcare provider empathy skills skills skills skills skills skills skills skills	Low
Healthcare provider respect skills skills skills skills skills skills skills skills	Low
Healthcare provider confidentiality skills skills skills skills skills skills skills skills	Low
Healthcare provider honesty skills skills skills skills skills skills skills skills	Low
Healthcare provider integrity skills skills skills skills skills skills skills skills	Low
Healthcare provider professionalism skills skills skills skills skills skills skills skills	Low
Healthcare provider accountability skills skills skills skills skills skills skills skills	Low
Healthcare provider responsibility skills skills skills skills skills skills skills skills	Low
Healthcare provider transparency skills skills skills skills skills skills skills skills	Low
Healthcare provider openness skills skills skills skills skills skills skills skills	Low
Healthcare provider communication skills skills skills skills skills skills skills skills	Low
Healthcare provider knowledge skills skills skills skills skills skills skills skills	Low
Healthcare provider attitudes skills skills skills skills skills skills skills skills	Low
Healthcare provider skills skills skills skills skills skills skills skills skills	Low
Healthcare provider empathy skills skills skills skills skills skills skills skills skills	Low
Healthcare provider respect skills skills skills skills skills skills skills skills skills	Low
Healthcare provider confidentiality skills skills skills skills skills skills skills skills skills	Low
Healthcare provider honesty skills skills skills skills skills skills skills skills skills	Low
Healthcare provider integrity skills skills skills skills skills skills skills skills skills	Low
Healthcare provider professionalism skills skills skills skills skills skills skills skills skills	Low
Healthcare provider accountability skills skills skills skills skills skills skills skills skills	Low
Healthcare provider responsibility skills skills skills skills skills skills skills skills skills	Low
Healthcare provider transparency skills skills skills skills skills skills skills skills skills	Low
Healthcare provider openness skills skills skills skills skills skills skills skills skills	Low
Healthcare provider communication skills skills skills skills skills skills skills skills skills	Low
Healthcare provider knowledge skills skills skills skills skills skills skills skills skills	Low
Healthcare provider attitudes skills skills skills skills skills skills skills skills skills	Low
Healthcare provider skills skills	

- Student Recognition Ceremony, 7AM

- Late Arrival for Students, 9:45AM
- Studio 200 Show #4, 7PM

Notes

APR 2022	M	T	W	T	F	S	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

MAY 2022	M	T	W	T	F	S	S
						1	
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

THU

21

FRI

22

SAT

23

SUN

24

• Harmony Concert, Aud, 7PM

• Studio 200 Show #4, 4PM
• Show Choir Concert, Aud, 7PM

• Studio 200 Show #4, 7PM

2022 | APR

Notes

	Notes

27

[illegible][illegible]

- Driver's Ed Summer School Registration, No. Café, 7PM

APR 2022	M	T	W	T	F	S	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
MAY 2022	M	T	W	T	F	S	S
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

2022 | MAY

Notes

MON

2



3

WED

4

- AP Testing

- AP Testing
- Honors Convocation, Aud, 6:30PM
- A.P.P.L.E Meeting, Staff Café, 6:30PM

- AP Testing
- Late Arrival for Students, 9:45AM
- Sophomore Parent/Guardian Planning Night - Virtual, 6:30PM

Notes

MAY 2022	M	T	W	T	F	S	S
							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
JUN 2022	M	T	W	T	F	S	S
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

THU

5

FRI

6

SAT

7

- SAT Testing, 7:30AM
- Little Theatre Show #4, 7pm

SUN

8

- AP Testing
- Little Theatre Show #4, 7PM
- Community Council, Staff Café, 7:30PM

- AP Testing
- Little Theatre Show #4, 7PM

2022 | MAY

Notes

MON

9

TUE

10

WED

11

- AP Testing

- AP Testing

- AP Testing
- Climate, Culture and Behavior Committee, 6:30PM
- Spoken Word Performance, LT, 6:30PM

Notes

MAY 2022	M	T	W	T	F	S	S
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
JUN 2022	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

THU

12

FRI

13

SAT

14

Blank lined area for Thursday, June 12.

Blank lined area for Friday, June 13.

Blank lined area for Saturday, June 14 (top section).

• Prom, 6:30PM-11:30PM

SUN

15

Blank lined area for Sunday, June 15.

• AP Testing
• Committee of the Whole and Special Meeting, 6:30PM
• Choral Concert, Aud, 7PM

• AP Testing

Blank area for Sunday, June 15 (bottom section).

2022 | MAY

Notes

MON

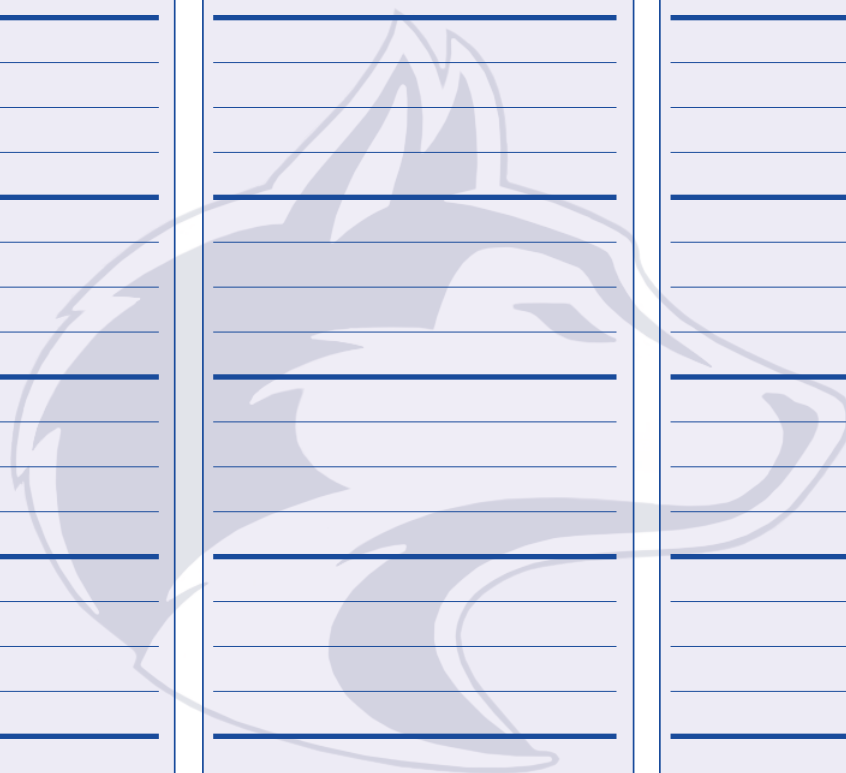
16



17

WED

18



- Orchestra Farewell Concert, Aud, 7PM

- Late Arrival for Students, 9:45AM
- Symphonic Band Concert, Aud, 7PM

Notes

MAY 2022	M	T	W	T	F	S	S
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
JUN 2022	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

THU

19

FRI

20

SAT

21

SUN

22

• Wind Symphonic Band Concert, Aud, 7PM

• Little Theatre - One Acts, 7PM

• Little Theatre - One Acts, 7PM

2022 | MAY Notes

	Notes

25

[illegible][illegible]

- End of Fourth Grading Period (4th Quarter)

- Second Semester Final Exams
- Senior Sports Awards, Aud, 7PM

- Second Semester Final Exams

Notes

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

THU

26

FRI

27

SAT

28

SUN

29

- Second Semester Final Exams
- End of Second Semester - Last Day of Student Attendance
- Board of Education Meeting, 6:30PM

- Staff Development Day - No School for Students
- Graduation Practice, 11AM

- Class of 2022 Commencement, Stadium or Field House, 3PM

2022 | JUN Notes

Notes

1

JUN

- Memorial Day - Building Closed

Notes

JUN 2022	M	T	W	T	F	S	S
		1	2	3	4	5	
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

JUL 2022	M	T	W	T	F	S	S
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

THU

2

FRI

3

SAT

4

SUN

5

• Community Council, Staff Café, 7:30PM

• SAT Testing, 7:30AM

2022 | JUN Notes

Notes

6

7

8

[illegible]

JUN 2022	M	T	W	T	F	S	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
JUL 2022	M	T	W	T	F	S	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

2022 | JUN Notes

Notes

15

[illegible][illegible][illegible]

Table 1. Demographic characteristics of the study population	
Age (years)	18-24
Gender	Male
Marital status	Married
Education	High school
Occupation	Student
Religion	Islam
Family size	3-4
Income (USD)	1000-1500
Health status	Healthy
Smoking status	Non-smoker
Alcohol consumption	Non-drinker
Physical activity	Sedentary
Dietary habits	Vegetarian
Stress level	Low
Sleep pattern	Regular
Family history of disease	No
Current medications	None
Previous medical conditions	No
Genetic predisposition	No
Environmental factors	Urban
Socioeconomic status	Lower
Cultural background	Iranian
Language spoken at home	Persian
Religious practices	Regular
Community involvement	Active
Health insurance status	Insured
Access to healthcare	Good
Health literacy level	High
Health beliefs	Traditional
Health behaviors	Healthy
Health outcomes	Good
Health status over time	Stable
Health status by region	Urban
Health status by education	High
Health status by income	Low
Health status by occupation	Student
Health status by religion	Islam
Health status by family size	3-4
Health status by income	1000-1500
Health status by health status	Healthy
Health status by smoking status	Non-smoker
Health status by alcohol consumption	Non-drinker
Health status by physical activity	Sedentary
Health status by dietary habits	Vegetarian
Health status by stress level	Low
Health status by sleep pattern	Regular
Health status by family history of disease	No
Health status by current medications	None
Health status by previous medical conditions	No
Health status by genetic predisposition	No
Health status by environmental factors	Urban
Health status by socioeconomic status	Lower
Health status by cultural background	Iranian
Health status by language spoken at home	Persian
Health status by religious practices	Regular
Health status by community involvement	Active
Health status by health insurance status	Insured
Health status by access to healthcare	Good
Health status by health literacy level	High
Health status by health beliefs	Traditional
Health status by health behaviors	Healthy
Health status by health outcomes	Good
Health status by health status over time	Stable
Health status by health status by region	Urban
Health status by health status by education	High
Health status by health status by income	Low
Health status by health status by occupation	Student
Health status by health status by religion	Islam
Health status by health status by family size	3-4
Health status by health status by income	1000-1500
Health status by health status by health status	Healthy
Health status by health status by smoking status	Non-smoker
Health status by health status by alcohol consumption	Non-drinker
Health status by health status by physical activity	Sedentary
Health status by health status by dietary habits	Vegetarian
Health status by health status by stress level	Low
Health status by health status by sleep pattern	Regular
Health status by health status by family history of disease	No
Health status by health status by current medications	None
Health status by health status by previous medical conditions	No
Health status by health status by genetic predisposition	No
Health status by health status by environmental factors	Urban
Health status by health status by socioeconomic status	Lower
Health status by health status by cultural background	Iranian
Health status by health status by language spoken at home	Persian
Health status by health status by religious practices	Regular
Health status by health status by community involvement	Active
Health status by health status by health insurance status	Insured
Health status by health status by access to healthcare	Good
Health status by health status by health literacy level	High
Health status by health status by health beliefs	Traditional
Health status by health status by health behaviors	Healthy
Health status by health status by health outcomes	Good
Health status by health status by health status over time	Stable
Health status by health status by health status by region	Urban
Health status by health status by health status by education	High
Health status by health status by health status by income	Low
Health status by health status by health status by occupation	Student
Health status by health status by health status by religion	Islam
Health status by health status by health status by family size	3-4
Health status by health status by health status by income	1000-1500
Health status by health status by health status by health status	Healthy
Health status by health status by health status by smoking status	Non-smoker
Health status by health status by health status by alcohol consumption	Non-drinker
Health status by health status by health status by physical activity	Sedentary
Health status by health status by health status by dietary habits	Vegetarian
Health status by health status by health status by stress level	Low
Health status by health status by health status by sleep pattern	Regular
Health status by health status by health status by family history of disease	No
Health status by health status by health status by current medications	None
Health status by health status by health status by previous medical conditions	No
Health status by health status by health status by genetic predisposition	No
Health status by health status by health status by environmental factors	Urban
Health status by health status by health status by socioeconomic status	Lower
Health status by health status by health status by cultural background	Iranian
Health status by health status by health status by language spoken at home	Persian
Health status by health status by health status by religious practices	Regular
Health status by health status by health status by community involvement	Active
Health status by health status by health status by health insurance status	Insured
Health status by health status by health status by access to healthcare	Good
Health status by health status by health status by health literacy level	High
Health status by health status by health status by health beliefs	Traditional
Health status by health status by health status by health behaviors	Healthy
Health status by health status by health status by health outcomes	Good
Health status by health status by health status by health status over time	Stable
Health status by health status by health status by health status by region	Urban
Health status by health status by health status by health status by education	High
Health status by health status by health status by health status by income	Low
Health status by health status by health status by health status by occupation	Student
Health status by health status by health status by health status by religion	Islam
Health status by health status by health status by health status by family size	3-4
Health status by health status by health status by health status by income	1000-1500
Health status by health status by health status by health status by health status	Healthy
Health status by health status by health status by health status by smoking status	Non-smoker
Health status by health status by health status by health status by alcohol consumption	Non-drinker
Health status by health status by health status by health status by physical activity	Sedentary
Health status by health status by health status by health status by dietary habits	Vegetarian
Health status by health status by health status by health status by stress level	Low
Health status by health status by health status by health status by sleep pattern	Regular
Health status by health status by health status by health status by family history of disease	No
Health status by health status by health status by health status by current medications	None
Health status by health status by health status by health status by previous medical conditions	No
Health status by health status by health status by health status by genetic predisposition	No
Health status by health status by health status by health status by environmental factors	Urban
Health status by health status by health status by health status by socioeconomic status	Lower
Health status by health status by health status by health status by cultural background	Iranian
Health status by health status by health status by health status by language spoken at home	Persian
Health status by health status by health status by health status by religious practices	Regular
Health status by health status by health status by health status by community involvement	Active
Health status by health status by health status by health status by health insurance status	Insured
Health status by health status by health status by health status by access to healthcare	Good
Health status by health status by health status by health status by health literacy level	High
Health status by health status by health status by health status by health beliefs	Traditional
Health status by health status by health status by health status by health behaviors	Healthy
Health status by health status by health status by health status by health outcomes	Good
Health status by health status by health status by health status by health status over time	

JUN 2022	M T W T F S S						
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

JUL 2022	M T W T F S S						
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

2022 | JUN Notes

Notes

22

[illegible][illegible][illegible][illegible]

Notes

JUN 2022	M	T	W	T	F	S	S
		1	2	3	4	5	
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

JUL 2022	M	T	W	T	F	S	S
				1	2	3	
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

THU

23

FRI

24

SAT

25

SUN

26

• Board of Education Meeting, 6:30PM

Notes

[illegible]



THOSE THINGS
THAT ARE BEST