



Oak Park Elementary School District 97

Effective Student Behavior Handbook
RULES AND REGULATIONS
2020-2021



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Oak Park Elementary School District 97

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Oak Park Elementary School District 97

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Inspired by

Madison Metropolitan School District Behavior Education Plan for Elementary School Students

Research and Resources

- Evanston/Skokie District 65
- Be Her Resource: A toolkit about school officers and girls of color
- Reforming discipline practices in Oklahoma City Schools
- Status and trends in the education of racial and ethnic groups 2017
- Student Code of Conduct: West Bloomfield Schools
- D41 Handbook (Student Behavior Continuum)
- School-wide Restorative Practices: Step by Step Denver Public Schools
- Code of Student Conduct Houston Public Schools
- A teacher's guide to rerouting the pipeline
- Code of Conduct a Guide to Responsive Discipline





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Introduction

We recognize that differences in age, maturity and background require different types of disciplinary action. Classroom teachers will address behavioral issues through activities that may include, but are not limited to, administering in-class consequences, contacting parents/guardians when appropriate, and scheduling conferences with parents/guardians when appropriate. If a student continues to act inappropriately, or when a single action by a student is sufficiently severe, the student will be referred to the student support specialist or administration and may receive additional consequences in accordance with Board policy.

On September 15, 2016, Senate Bill 100 took effect in Illinois. This law was designed to reduce the number of out-of-school suspensions and aid schools in the development of alternatives to exclusionary discipline. Under Senate Bill 100, students who are suspended will have the opportunity to make up any missed work for full academic credit. This will include students who are suspended from riding the bus and do not have an alternative means for getting to school. In addition, students will not be issued a monetary fee or fines as a disciplinary consequence if suspended from school. District 97 does not use zero tolerance policies that require school staff to suspend or expel for certain behaviors, unless required by law (i.e., for offenses involving weapons). This means that, unless required by law, out-of-school suspension cannot be a minimum or required consequence for a particular offense. Therefore, our School District encourages the use of alternatives to zero tolerance such as restorative practices.

The following pages feature policies and guidelines that District 97 uses to help promote good student behavior and address acts of misconduct.

If a student is the target of bullying, harassment or some other act of misconduct, he/she is encouraged to report it immediately. A report may be made orally or in writing to the District's Nondiscrimination Coordinator, Building Principal, Assistant Principal, **Dean of Student**, a Complaint Manager or any staff member with whom the student is comfortable speaking. In accordance with [Board Policy 7:180](#) Prevention of and Response to Bullying Intimidation and Harassment, anyone, including staff members, and parents/guardians, who has information about actual or threatened bullying is encouraged to report it. An additional tool available to students, parents/guardians and staff to report cases of bullying is the D97 Bullying Report Form, which can be accessed through the District's website or via the following link: [Bullying Report Form](#).

One of our primary goals is to provide our students with access to a positive learning environment in which they can learn, grow, and achieve. That is why we take acts of misconduct seriously and will review/investigate any incidents that occur at the school or district level. It is also why we will adhere to and enforce the policies and guidelines that govern student safety and student behavior.



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Safe, Supportive, and Thriving Learning Environments

Vision and Mission

In Oak Park District 97, our vision is to create a positive learning environment for all students that is equitable, inclusive and focused on the whole child. The mission of Oak Park Elementary School District 97 is to guarantee that each student achieves optimal intellectual growth while developing socially, emotionally, and physically through a system distinguished by:

- Exemplary instruction focused on each student
- Commitment to the needs of a diverse population
- Meaningful partnerships with families and the community
- Celebrations of the power of art, music, and language
- Confident students challenged to be educational risk-takers

A Shift in Practice

In Oak Park District 97, our vision is to create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child. In order to accomplish this vision and get the best results for all students, we need to ensure that each of our schools is a place where all students are able and expected to learn. That means putting the right systems in place to support positive behavior in every student.

“If a child doesn’t know how to read, we teach. If a child doesn’t know how to swim, we teach. If a child doesn’t know how to multiply, we teach. If a child doesn’t know how to drive, we teach. If a child doesn’t know how to behave, we... teach?... punish?... Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner, President of the National Association of State Directors of Special Education, 1998

This Effective Student Behavior Handbook represents a shift in District philosophy and practice with respect to behavior and discipline. It moves us away from zero tolerance policies and exclusionary practices toward proactive approaches that focus on building student and staff skills and competencies, which, in turn, lead to greater productivity and success. The Effective Student Behavior Handbook moves us from a singular focus on safety to a comprehensive focus on creating the conditions that make every classroom and every school a great place to learn and grow. It embodies our belief as a School District that children learn by pushing and testing limits, getting feedback about their behavioral choices and making the changes needed to become contributing members of a community of learners.

The Effective Behavior Handbook is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to reach those expectations. National research on school discipline reveals disturbing findings for several groups of students:

African-American students and those with particular educational disabilities were disproportionately likely to be removed from the classroom for disciplinary reasons.



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Students who were suspended and/or expelled, particularly those who were repeatedly disciplined, were more likely to be held back a grade or to drop out than were students not involved in the disciplinary system.¹

Nearly one-third of lesbian, gay, bisexual or transgender students drop-out of high school to escape the violence and harassment they face there.²

Oak Park District 97 behavior data reflects similar disparities. The Effective Student Behavior Handbook outlines a comprehensive approach to support student behavior that is focused first on keeping all students engaged in learning and reducing these disparities.

Purpose of the Effective Student Behavior Handbook

The Effective Student Behavior Handbook includes both proactive and responsive strategies and provides a continuum of interventions and consequences to address a range of student behaviors. The Effective Student Behavior Handbook is designed to accomplish the following purposes:

“Children and youth have a fundamental right to a public education that develops each individual’s full potential and guarantees equal educational opportunities for all.”

-Dignity in Schools Campaign

- To outline the rights and responsibilities as related to student behavior for students, parents/guardians, teachers/staff, school administrators, central office staff and Board of Education members, recognizing that all groups have a collective responsibility to support positive student behavior;
- To establish an expectation for adults to teach, model and reinforce the skills necessary for students to meet Oak Park District 97 behavior expectations at all levels;
- To provide clear and explicit universal expectations for student behavior and to identify those behaviors which are inappropriate at school and school-sponsored events;
- To identify a range of reasonable, proportional and consistently applied interventions and consequences to respond to behavior and support positive behavior changes in students;
- To ensure students are treated fairly and without discrimination based on race, ethnicity, socioeconomic status, disability status, gender, sexual orientation, gender identity religion, or any other protected category;
- To set an expectation that schools work in partnership with parents/guardians with the belief that they play an essential role in the behavioral and academic success of students;
- To use a trauma-informed approach in proactively supporting and responding to student behavior.

¹ Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011). Breaking schools’ rules: A statewide study of how school discipline relates to students’ success and juvenile justice involvement. New York: Council of State Governments Justice Center.

² Office of Public Policy of the Gay, Lesbian and Straight Education Network (GLSEN), National School Climate Survey (2003).



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Because the District places such a strong emphasis on the safety of our students, it is critical that students understand that there are certain behaviors that are never acceptable in our schools. Examples of these behaviors include, but are not limited to, bullying, harassment, possessing and/or using weapons, and engaging in gang activity.

Scope of the Plan

The Effective Student Behavior Handbook applies to all schools and educational programs within Oak Park Elementary School District 97 and will be published and made available to parents and students.

Disciplinary measures, as detailed in the Effective Student Behavior Handbook, may be imposed whenever a 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.

Interventions may be implemented pre-emptively in an effort to prevent an escalation of behavior at school and to ensure a safe, nurturing learning environment for all students.





Rights & Responsibilities

Supporting positive student behavior requires a high level of commitment from students, parents/guardians, staff, administrators and members of the Board of Education. These stakeholder groups have rights and responsibilities that are designed to reflect both the mutual respect and accountability required of all people involved in supporting student behavior. The rights and responsibilities for each group are outlined in this section.

[“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, [“surrender for safety”](#) 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](#) and before anyone has been threatened with and/or harmed by the weapon or other inappropriate item in his/her [possession](#), the student’s voluntary surrender will be taken into consideration by the administration when determining an appropriate consequence.



[Possession](#) includes any [weapon](#), other than a firearm, or an object that may be used as a weapon, or any other inappropriate item, such as, but not limited to, alcohol, [drugs](#), any other inappropriate item/material (i.e., fireworks, smoke bombs, etc.) as defined in [Board Policy 7:190](#).



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Student Rights & Responsibilities

District 97 believes in supporting the whole child's development. This includes fostering caring and respectful relationships between students, staff and community members. In order to support these conditions, D97 teaches and reinforces clear expectations for student behavior. These expectations are the foundation for positive learning environments in our buildings. Upholding these expectations creates the conditions for students to:

ALL STUDENTS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity
- Learn in a safe and healthy environment that is free of partiality, prejudice, [bullying](#), harassment, and discrimination.
- Be treated with respect by all regardless of actual or perceived race, color, national origin, 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, 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.
- Participate in problem solving with school staff related to their behavior.
- Inform and express personal viewpoints in a respectful and courteous manner.
- Attend school in an environment where personal property is respected. Personal belongings may be searched when there is a reasonable suspicion that will produce evidence that the particular student has violated or is violating either the law or the District's student conduct rules. ([Board Policy 7:140 Search and Seizure](#))
- Receive instruction to learn school behavior expectations and social and emotional skills.
- Be informed of available interventions and supports for academic, behavior, social and emotional growth.
- Receive a written copy of the Effective Student Behavior Handbook.
- Consistent implementation of the Effective Student Behavior Handbook and District policies.

ALL STUDENTS HAVE THE RESPONSIBILITY TO:

- Contribute to the school community as an active and productive learner.
- Attend all classes daily and on time.
- Come to school prepared for learning.
- Express viewpoints in a respectful and courteous manner.
- Contribute to an atmosphere that is conducive to learning and free from bias and prejudice.
- Uphold the rights of and exhibit respect for all school personnel and fellow students regardless 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, 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.
- Adhere to school wide expectations.
- Complete schoolwork with integrity and without [cheating](#).



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Protections for Students with Disabilities

Nothing in the Effective Student Behavior Handbook replaces or substitutes any student rights as guaranteed by the Individuals with Disabilities Act (IDEA) or state law. Students with disabilities are entitled to the rights and protections afforded to them by state and federal law.

The rights and protections guaranteed to students with disabilities can be found in [Appendix C](#) in [Board Policy 7:230 \(Misconduct by Students with Disability Policy\)](#)

Additional information regarding your rights is available on the ISBE website: <https://www.isbe.net/Pages/Special-Education-Parents-of-Students-with-Disabilities.aspx> in a document entitled "Parent's Guide – Educational Rights and Responsibilities: Understanding Special Education in Illinois (06/09).



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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.
- Receive a written copy of the Effective Student Behavior Handbook
- 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.
- 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.
- Appeal an out-of-school suspension
- "Due process" when their child receives an out-of-school suspension or is recommended for expulsion. For specific information regarding suspension and expulsion procedures, please see pages 35 to 39 of this Handbook or Board policies [7:200 \(Suspension Procedures\)](#) and [7:210 \(Expulsion Procedures\)](#).

ALL PARENTS AND GUARDIANS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Thoroughly review and discuss the contents of this Handbook with their child so behavior expectations are understood.
- Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and support their child to make changes in his/her behavior as needed.
- Inform school officials about any relevant information pertaining to their child's education and any 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.
- Ensure their child is in daily attendance and prepared. Promptly report any absence or tardiness to the school.
- Maintain regular communication with their child's teacher concerning their child's progress and behavior.
- Provide resources (time, place, supervision, and encouragement) and ensure the child completes homework assignments and is properly prepared for daily school expectations.
- Discuss assignments, report cards, and other school communications with their child.



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Teacher Rights and Responsibilities³

District 97 recognizes the importance of providing a positive learning environment. Schools will provide a community where students feel safe, empowered, and valued.

ALL TEACHERS 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 HAVE THE RESPONSIBILITY TO:

- Provide a learning environment that is equitable, inclusive, and focused on the whole child.
- Demonstrate an understanding of children and their development.
- Show respect and courtesy to all students, staff, and school visitors.
- Foster on-going, positive relationships with all students and families.
- Establish communication with families that is responsive and collaborative in order to partner regarding student progress in demonstrating positive behaviors.
- Create a positive classroom and school climate for all students, using effective classroom management strategies.
- Consistently maintain a school environment that is safe, secure, and provides each student the opportunity to learn.
- Explicitly teach, acknowledge and reinforce behavior expectations consistently.
- Provide social and emotional skills instruction that meets the district Social Emotional Learning (SEL) standards using District 97 approved curriculum and materials.
- Intervene promptly when inappropriate behavior occurs. This includes providing corrective feedback, re-teaching behavioral expectations, following student Individualized Education Programs and Behavior Intervention Plans where applicable, 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 and academic progress, using a progressive system of support.
- Strive to respond to parent communications within a reasonable period of time.
- Apply the Effective Student Behavior Handbook in a consistent, fair and impartial manner.

³ Article XII (“Pupil Discipline”) of the 2018-2019 through 2021-2022 Collective Bargaining Agreement between the Board of Education and the Oak Park Teachers’ Association, IEA-NEA (the “CBA”) addresses effective pupil control and discipline. Nothing in this Handbook is intended to conflict with any provision of the CBA, including Article XII. In the event of a conflict, the CBA shall control.



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Building Administrator Rights and Responsibilities

ALL BUILDING 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 the District central office to create and maintain a thriving school environment that is respectful, engaging, vibrant, and culturally responsive.

ALL BUILDING 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.
- Create, monitor and assess a school-wide behavior management system.
- Create a safe and caring school climate that maximizes learning.
- Welcome parents/guardians as valued partners in their child's learning. This includes creating opportunities for regular, two-way communication and active participation at problem solving meetings by accommodating schedules and meeting language needs.
- Ensure that the Effective Student Behavior Handbook is shared with students, staff and parents at the beginning of each school year and revisit it as necessary throughout the year.
- Guide the School-Based Leadership Team and MTSS Team in using and reviewing school-wide behavior data and evaluating the effectiveness of behavioral interventions. This includes monitoring data to identify and address disparities amongst student groups.
- Ensure that all school staff meet the expectations outlined in the section entitled "Teacher/Staff Responsibilities."
- Support staff in implementing appropriate behavior interventions.
- Apply the Effective Student Behavior Handbook in a consistent, fair and impartial manner.
- Follow procedures for student removals from the learning environment.
- Notify parents immediately if a student's inappropriate behavior results in an out-of-school suspension.



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District Administrator Rights and Responsibilities

ALL DISTRICT ADMINISTRATORS HAVE THE RIGHT TO:
<ul style="list-style-type: none">• Be treated with courtesy, respect, and dignity• Work in a safe environment that maximizes staff performance.
ALL DISTRICT ADMINISTRATORS HAVE THE RESPONSIBILITY TO:
<ul style="list-style-type: none">• Show respect and courtesy to all students, staff, and school visitors.• Provide schools with the necessary resources, professional development, and technical assistance to implement the Effective Student Behavior Handbook.• 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 Effective Student Behavior Handbook and intervene as needed to ensure that it is enforced in a consistent manner.• Provide the Board of Education with timely and accurate information on the implementation of MTSS - Academic & Behavior.

Board of Education Rights and Responsibilities

ALL BOARD OF EDUCATION MEMBERS HAVE THE RIGHT TO:
<ul style="list-style-type: none">• Be treated with courtesy, respect, and dignity• Receive timely and accurate information on the implementation of MTSS-Academic & Behavior.
ALL BOARD OF EDUCATION MEMBERS HAVE THE RESPONSIBILITY TO:
<ul style="list-style-type: none">• Show respect and courtesy to all students, staff, and school visitors.• Use qualitative and quantitative data to create and evaluate policies that promote thriving school environments that are respectful, engaging, vibrant and culturally relevant.



Notices

Prohibition of Bullying Behavior and Harassment

Bullying, intimidation and harassment are prohibited in each of the following situations: (1) During any school-sponsored education program or activity; (2) While in school, on school property, 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 or other similar electronic school equipment; and (4) Through 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. These behaviors can have a harmful social, physical, psychological and/or academic impact on students who are the victims of bullying and harassment, students who engage in these behaviors and bystanders that observe bullying and harassing behaviors. See District 97's board policy on [Bullying, Intimidation and Harassment 7:180](#).

Prohibition of Gang Activity

Gangs or gang activity will not be tolerated in the Oak Park School District 97. Students are prohibited from engaging in any behaviors which are associated with gang-related affiliation including, but not limited to, violation of District dress code, displaying gang symbols or paraphernalia, use of graffiti, and intimidation of students or staff. Campus administrators may ban such dress or behaviors from school that are gang related.

Gang related behavior is subject to

intervention(s) and disciplinary response according to the underlying inappropriate or disruptive behavior.

The Limited Role of Police in Schools

Oak Park School District's goal is to minimize police involvement for minor student infractions that should be managed with the Behavior Education Plan. The District is committed to a non-criminal enforcement model that supports restorative justice concepts, early intervention and problem solving, rather than reliance on law enforcement. District expectations regarding police investigations, arrests and searches in schools are reflected in [Board Policy 7:140](#).

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.





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Multi-Tiered System of Support

Behavior in a Multi-Tiered System of Support Framework

In Oak Park Elementary School District 97, we utilize a Multi-Tiered System of Support (MTSS) framework to create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. All students are part of MTSS, including students with disabilities, as part of their education. In MTSS, integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Positive Behavioral Interventions and Supports (PBIS) is the behavioral side of the triangle. MTSS brings these many programs under one holistic umbrella in order to better view the whole child with academic and behavioral data side by side.

Universal Interventions (Tier 1) are what *all* students get in the form of behavioral/social-emotional instruction and student supports. Tier 1 focuses on the implementation of the District’s core curriculum and is aligned with the Illinois Social Emotional Learning Standards. Tier 1 interventions (time and focus) are based on the needs of the students in a particular school.

Social Emotional Learning is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success. There is a strong research base indicating that these SEL competencies improve students’ social/emotional development, readiness to learn, classroom behavior, and academic performance. For more information, see <http://www.casel.org/wp-content/uploads/2016/09/CDI-evaluation-outcomes-report-exec-summary-9-29-16.pdf>.

In 2003, in conjunction with the passing of the Children’s Mental Health Act, Illinois became the first state to adopt statewide SEL standards. The ten SEL learning standards are specific statements of the knowledge and skills within a goal that students should know and be able to do. Taken together, the standards define the learning needed to achieve the goals, but each is general enough to apply to learning across the entire range of grade-level clusters. For the full list of goals, standards, and benchmarks, visit the website for the Illinois Social/Emotional Learning Standards, at <https://www.isbe.net/pages/social-emotional-learning-standards.aspx>.

Second Step (<http://www.secondstep.org>) is District 97’s core SEL and Tier 1 behavior curriculum that has been developed by the Committee for Children, a Seattle nonprofit that develops research-based SEL, bullying prevention, and child abuse prevention curricula and training for children from early learning through grade 8 and the adults who surround them. Second Step: Skills for Social and Academic Success for kindergarten through grade 5 is included in CASEL’s 2013 Guide, which means the full suite of kindergarten through grade 8 Second Step programs have received CASEL’s top honors.



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Second Step

Second Step teaches skills in the following four areas:

Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with school work.

Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.

Emotional Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.

Problem Solving: Students learn a process for solving problems with others in a positive way.

Bullying Prevention Units

Bullying Prevention Units teach skills in the following four areas:

Recognize when [bullying](#) is happening, how to report [bullying](#) to a caring adult, and refuse to let [bullying](#) happen

Be a bystander who helps stop [bullying](#).

Support someone being bullied by standing up for that person and being kind and inclusive.

Recognize, report, and refuse cyber bullying when they see or know about it happening.

Child Protection Units

Child Protection Units teach skills in the following three areas aligned with Erin's Law, an Illinois state law that requires all public schools to implement a prevention-oriented child sexual abuse program:

Personal Safety: Students will learn important safety rules and ways to stay safe. They will also learn ways to help them decide if something is safe or not.

Assertiveness: These lessons will also give students a chance to practice asking an adult for help, telling an adult about an unsafe situation, and being assertive to get out of unsafe situations.

Each lesson takes 20-40 minutes weekly with daily 5-10 minute boosters at the elementary level. At the middle school level, the curriculum is delivered through a weekly advisory block(s). The kits include a weekly home and school connection that will promote transference of skills between environments for children.

Secondary Interventions (Tier 2) are what *some* students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 interventions are more concentrated (more time, narrower focus of instruction/intervention) than Tier 1. Tier 2 interventions are targeted interventions for small groups of students and can be provided by a variety of professionals (e.g., General Education and/or Language Arts Specialists, Student Support Specialists) in any setting (e.g., general education classroom, and/or a setting within the school).

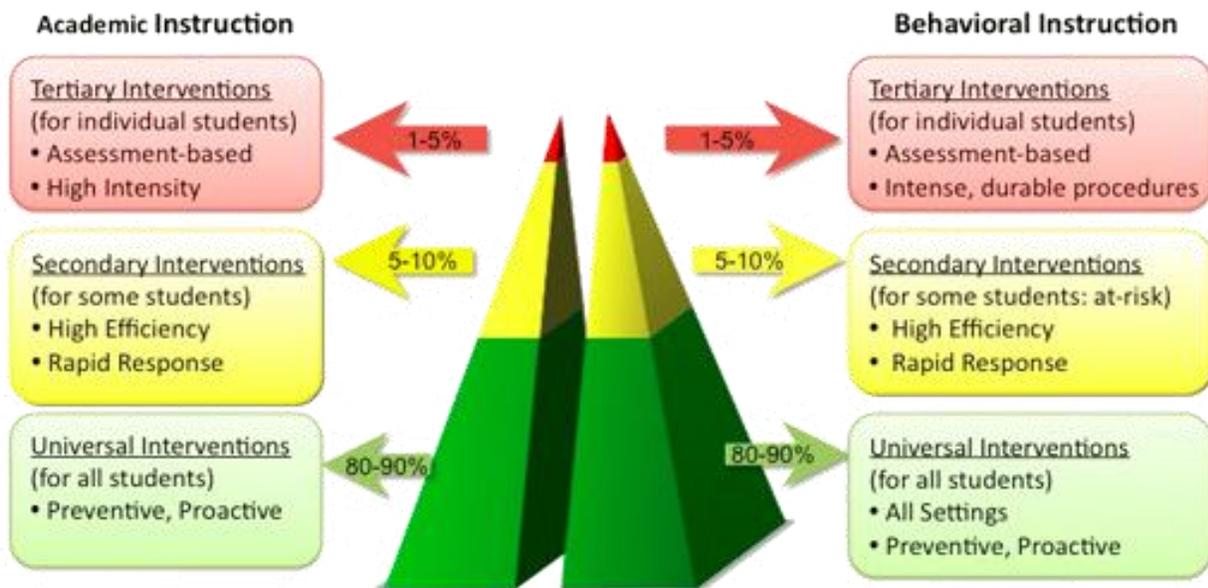


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Tertiary Interventions (Tier 3) are what *few* students receive. Tier 3 is the most intense intervention level a school can provide to a student. Typically, Tier 3 interventions are provided to very small groups and/or individual students. The purpose of Tier 3 intervention is to help students overcome significant behaviors that are interfering with a student’s ability to access their education. Tier 3 interventions require more time and a narrower focus of instruction/intervention than Tier 2 interventions. Tier 3 interventions require effective levels of collaboration and coordination among the staff (general and specialized) providing interventions to the student. The expected outcome of Tier 3 interventions, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels established by the District.

Here is a visual representation of the three tiers of MTSS for both academic and behavioral instruction:

Designing Schoolwide Systems for Student Success





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Positive Behavior Interventions and Supports

All schools in Oak Park Elementary School District 97 are expected to create positive learning environments where all students can experience academic, behavioral, and social emotional growth. The structure used to create this environment is called Positive Behavior Intervention and Supports (PBIS). In order to implement PBIS with fidelity each school is engaging in a unique process to integrate PBIS with its school's strengths and existing systems of support. This means that each school is at a different stage of implementation. The District is committed to the full implementation of PBIS with fidelity across the District in order to achieve its vision of an equitable, inclusive learning environment that is focused on the whole child.

At the heart of the PBIS system are five (5) critical elements that contribute to making our schools positive places where children love to learn and staff experience satisfaction in their work.

1. Behavior Expectations

Students must be provided with clear and consistent expectations for their behavior. The behavior expectations at each school reflect three to five behavioral expectations. The following is an example of how these expectations are clearly defined for students.

- Treat others the way you wish to be treated
- Take care of private and public property
- Solve problems peacefully
- Respect the right of others to be different from you and think differently than you
- Take ownership for your actions
- Be on time and ready to learn
- Follow classroom and school rules
- Do and/or produce your own work
- Be a learner
- Behave in ways that make school a positive place
- Report [bullying](#), harassment, or unsafe incidents
- Refuse to spread rumors or gossip
- Find trusted adults who can mentor and support

2. Teaching Behavior

Schools must be intentional about teaching students what is expected of them at all grade levels. This requires teaching behavior not only at the start of each school year but throughout the year, as needed.

3. Celebrating Positive Behavior

When students meet the behavior expectations set for them, staff acknowledge their efforts and let them know why they are being acknowledged. Recognition of students' achievement is important in the area of behavioral growth just as it is in the area of academic growth.

4. Responding to Behavior

When students do not meet the behavior expectations set for them, staff respond in the moment using a response strategy to stop the behavior from occurring through providing an opportunity for the student to regain self-control. Staff also provide a resolution/disciplinary response, typically viewed as consequences, that supports a student in repairing harm resulting



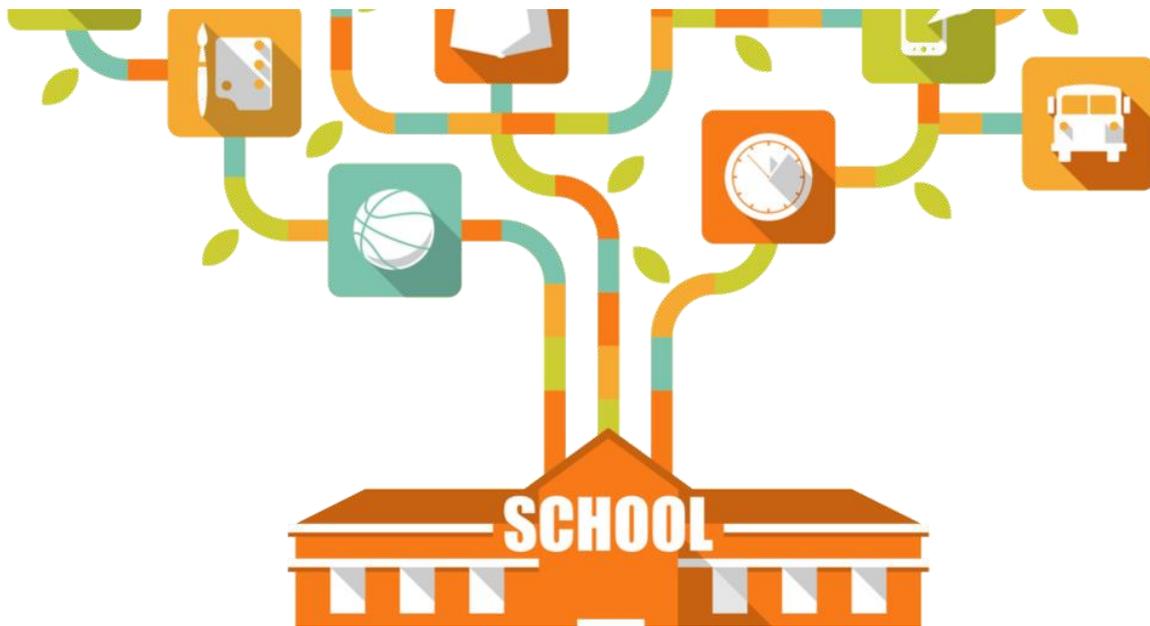
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from their behavior and any necessary actions to maintain the safety of the school community. Sometimes a student may make a mistake and a response strategy and resolution/disciplinary response is all that is needed to support the student in repairing any harm that was caused.

When students demonstrate a pattern of behavior or more significant behaviors, it may be necessary to examine the function(s) of the behavior and provide the student with an intervention designed to address the underlying cause of behavior, including unmet needs, lagging skills, instructional strategies, and/or the environment.

5. *Use of Data*

Schools systematically collect data about student behavior and use it to guide the teaching and support that takes place at the individual student level, the classroom level, and the school level. This data is examined on a regular basis to make sure that behavior practices are being implemented in ways that lead to positive and equitable outcomes for all students.



Positive Relationships

Positive relationships help children learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment. Skills and strategies to be used by staff for building positive relationships with students include:

- Know your students' strengths and cultural identities
- Communicate understanding and empathy
- Structure tasks for student success
- Reinforce behavior in a positive manner
- Use factual, objective language to define expectations and address behavior
- Ask open-ended questions
- Stay calm in tense situations
- Remain neutral whenever possible



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Effective Classroom Practices

Foundational to supporting positive behavior in all students is the use of effective, culturally relevant instruction. Research shows that there is a strong link between effective teaching practices and student engagement, an integral factor in creating a positive learning climate that fosters both social/emotional growth and academic achievement. Establishing such a climate requires the use of effective classroom management strategies. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention and discipline. Examples of effective classroom management strategies include, but are not limited to:

- Verbal redirection or correction
- Problem solving with a student about his/her behavior
- Increasing teacher proximity to the student
- Using factual, objective language to define expectations and address behavior
- Changing student seating
- Reinforcing positive student behavior
- Re-teaching behavior expectations

When classroom management strategies are insufficient to address inappropriate student behavior, interventions are essential to support students to make meaningful, sustainable changes in their behavior. By using interventions that engage students in meaningful ways, school staff members facilitate their students' academic, social emotional and behavioral growth. All behaviors will result in the use of a response strategy and resolution, which may include the use of problem solving, assessment, intervention and/or a disciplinary response. The next section describes these practices in more detail.⁴



⁴ Blum, Robert. "A Case for School Connectedness," Educational Leadership, April 2005



Progressive Intervention and Discipline

Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and restorative action. In 2015, the Illinois legislature passed Senate Bill 100 (SB100) to create more effective student discipline practices in both district and charter public schools. SB100 issues guidance and limitations on exclusionary discipline measures, also known as suspensions and expulsions, and these measures are only used in the most serious discipline cases. In a progressive approach to intervention and discipline, students have the space to make mistakes, learn from them and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, or the behavior increases in frequency, intensity, or duration, the next level of intervention / disciplinary measure is used. The progressive approach to intervention and discipline does not apply to most expellable offenses.

All interventions and disciplinary measures should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior reoccurs

The Effective Student Behavior Handbook

identifies five (5) levels of possible responses to inappropriate student behavior (Response Levels). Each behavior is assigned to one or more Response Levels. Except as otherwise provided in a student's IEP and/or Behavior Intervention Plan, **principals and school staff are encouraged to use only the Response Levels identified for each behavior.** However, consistent with Board [policy 7:190](#) and State law, school staff and administration have the discretion to implement interventions and disciplinary measures as they deem appropriate. District staff also have an obligation to maintain a safe and orderly school environment. This may mean, in some circumstances, skipping response levels or issuing disciplinary measures the first time a student engages in misconduct.

Response Level 1 is used when behaviors are supported within the classroom by staff assigned to that classroom. **Response Level 2** is used when the school-wide behavior response system is involved in supporting the student. Support requires an additional staff member and might be provided in the classroom, outside the classroom, or in another environment. The decision by classroom staff to engage the school-wide behavior response system to address a behavior assigned to Response Levels 1 and 2 shall be final when documenting the Behavior Response Level.

Unless school staff determines that a deviation from the typical Response Level progression is appropriate, if a behavior is assigned two or more Response Levels, the lowest Level will be used first, except for Levels 1 and 2. A behavior assigned Response Levels 1 and 2 does not need to be responded to at Level 1 prior to being responded to at Level 2.

For 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



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additional support from a behavior responder, the behavior is responded to at Level 2. **For behaviors that are assigned Response Levels above Level 2, the behavior will first be responded to at Level 2 prior to that behavior being responded to at a higher Level, unless school staff determines that a deviation from the typical Response Level progression is appropriate.**

Progressive responses are confined to the current school year. At the beginning of each new school year, every student begins with a clean slate and staff will consider the lowest assigned Response Level for a first occurrence of the behavior within the school year.

In most situations at Response Level 1, teachers will make decisions about which response strategies, interventions and/or disciplinary consequences to use. In most situations at Response Level 2, teachers are encouraged to make decisions about which response strategies, interventions and/or disciplinary consequences to use.

In situations above Response Level 2 or when behaviors are repeated, it is important for school staff to be involved in looking more deeply at the student's needs to determine the most effective intervention. In these situations, there may be a referral to the school's Problem Solving Team..

Response Strategies

Response strategies are actions used in the moment that behavior is occurring or directly following the behavior. The goal of these strategies is to stop the behavior while providing an opportunity for the student to self-manage in a way that maintains the student's dignity.

Sometimes response strategies are used quickly and occur with minimal [disruption](#) to the school environment. More severe behaviors may require the support of Behavior Response Team

members inside or outside the classroom. Considerations in determining an appropriate response strategy include (1) the nature of the behavior that is being demonstrated, and (2) which strategy is most likely to support the student to re-engage in learning. The following list defines examples of several common response strategies used in D97 to support student behavior:

Remind/Redirect

An indication to the student that they are not adhering to behavior expectations. Redirection may include proximity to the student, a verbal reminder, and/or non-verbal cues. An example of a verbal redirection, which may be appropriate for some students, would involve verbally identifying the behavior the student is engaging in and prompting for the expected behavior (i.e. walking around the classroom) and asking the student how the staff member can help to get the student back on task.

Increase Teacher Proximity

A process for monitoring student behavior through moving, scanning, and interacting frequently with students.

Change Student Seating

Preferential seating that considers proximity to peers, teacher, and materials.

Reinforce Positive Behavior

A verbal statement that names the behavior explicitly and includes a statement that shows approval. The statement may be directed toward an individual or group. It is provided soon after the behavior is observed and is meaningful and sincere.

Reinforcement can also be provided through non-verbal techniques such as using a school-wide "gotcha slip," a token economy, or other non-verbal communication (nod, smile, thumbs up, pat on the shoulder, etc.).



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Error Correction

An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future. It is delivered in a brief, concise, calm, and respectful manner, typically in private. It is paired with specific contingent praise after the student engages in appropriate behavior. The adult disengages at the end of error correction and redirection to avoid a “power struggle.”

Logical Consequence

A response that is directly related to the behavior that has taken place and emphasizes fixing a mistake. (e.g. “you break it, you fix it” or loss or privilege).

Take a Break

Provides an opportunity for students to correct their behavior and is available for all students. This involves students moving to a designated space within the classroom where they regulate themselves then rejoin their classmates.

Parent/Family phone call

This system is designed to ensure that staff and parents/guardians are “on the same page” with respect to student behavior at home and at school. The goal is for ongoing, meaningful sharing of information and may include a communication notebook, daily emails, etc.

Regulate student inside the classroom

A Behavior Response Team member is called to join in and provide additional support to the student within the classroom temporarily until the student becomes regulated and is able to re-engage in learning independently.

Regulate student outside the classroom

A Behavior Response Team member is called to process with a student outside of the classroom. This may consist of a brief problem-solving conversation outside of the classroom. Other

times, the student may require a safe and private intervention space within the school building in order to calm down, reflect on their behavior and develop a plan to make different choices when they return to class.

Use of non-violent crisis intervention (de-escalation/restraint/seclusion) for the purpose of maintaining safety.

For more information please see the attached link: CPI: Nonviolent Crisis Intervention.

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary actions described here should be carefully matched to the needs of the student and the overall context of the situation.

Determining Intervention(s) and/or Disciplinary Measures

The Behavior Response Chart on page ## is provided to guide staff and administrator decisions about how to respond to student misconduct. It is critical that the following factors be considered prior to determining the appropriate response:

The student’s maturity and understanding of the impact of their behavior

The student’s willingness to repair the harm caused by the behavior

The student’s disciplinary record, including the nature and number of prior behavioral incidents, the prior behavioral and disciplinary interventions attempted, etc.

The nature, severity, and scope of the behavior
The student’s Individualized Education Plan (IEP) or 504 Plan, if applicable



The circumstances and environmental context in which the behavior occurred, including the impact on the learning environment.

Problem Solving & Assessment

Sometimes a student may make a mistake and a response strategy is all that is needed to support the student in repairing any harm that was caused. When students demonstrate a pattern of behavior or more significant behaviors, it may be necessary to examine the underlying function(s) of the behavior and the context in which it occurs. In these situations, there may be a referral to the school's Problem Solving Team.

It is important to note that not all problem solving and assessment methods are fully rolled out at each school at this time.

Problem Solving Team

An interdisciplinary team of adults, including the parent/guardian, that uses the problem solving process to:

- Analyze data to support, develop, select, and evaluate social emotional and behavioral interventions; and
- Develop recommended strategies to address the needs of individual students who are not making expected progress.

The Problem Solving Team may also consider making a referral for an evaluation for special education and related services, if the team suspects the student has social emotional or academic needs that require intervention beyond what can be provided in the general education environment.

Functional Behavioral Assessment (FBA)

A formal assessment of a student's behavior, focused on identifying the function or purpose behind the student's behavior. An FBA is used to

better understand why a student behaved inappropriately.

Violence Risk Assessment

A procedure and set of tools used when a student may pose a risk to the safety of others that may require immediate action, including aggression toward others, threats of aggression or harm toward others, and/or a pattern of behavior that raises suspicion of risk for violence (e.g., violent drawings, stories, and internet communications). The purpose is to determine the degree of risk (high, moderate, low) in order to guide an intervention plan that results in a safe school environment.

Sometimes a student may continue to experience significant struggles and the school has exhausted all avenues for problem solving within the school. In these cases, or when a student is in crisis, additional District-level supports or programming may be considered, such as referrals and/or collaboration with community resources, such as organizations that provide counseling, substance abuse treatment and/or mental health interventions.

Interventions

Interventions address the underlying cause of behavior including unmet needs, lagging skills, instructional strategies, and the environment. While not intended to be sequential or exhaustive, the following list defines examples of interventions used in D97 to support student behavior. It is important to note that not all of the interventions listed below are fully rolled out at each school at this time.

Replacement Behavior/Coping Strategies

These are behaviors that are taught to take the place of behaviors that are inappropriate for the situation or setting. An example is teaching a student to ask politely to use a classmate's calculator rather than taking it without permission.



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Reteach social emotional learning curriculum

This involves a staff person revisiting (with the purpose of re-teaching a social or emotional skill taught) in response to a student demonstrating a skill deficit.

Documenting an agreement between a teacher and student(s) about: (a) expected behavior, (b) available supports to encourage expected behavior, (c) rewards earned contingent on expected behavior, and (d) consequences if expected behavior does not occur (or if undesired behavior does occur)

Provide regulation breaks

Proactive breaks may be scheduled for students when there is a pattern of behavior or upset, preventing behavior incidents from occurring. A student engages in activities that promote self-regulation. Regulation breaks can take place in a variety of locations including within the classroom or a safe and private intervention space.

Check-in Check-out (CICO)

Students check in at designated times with facilitators throughout the school day to receive positive contact, pre- corrects, reminders of school wide expectations, etc. Teachers provide behavioral feedback.

Group intervention for coping/emotional regulation, anxiety reduction, substance abuse, social skills, relationship skills, positive learning

Students may be enrolled in social academic intervention groups based on multiple data points. These groups use evidence-based curricula to address the identified need, such as emotional regulation, anxiety, substance abuse, social skills, and positive learning.

Mentoring and Cross-age Mentoring

A trained adult spends time one-on one with a student to develop a positive relationship and target the development of specific social emotional and academic skills, such as self-efficacy. An older student is matched with a younger student one-on-one for the purpose of guiding and supporting the mentee in targeted areas of academic, social and emotional development, such as responsible decision making.

Restorative Practice

A group of individuals is supported by a facilitator, called a circle keeper, to identify and address the harm that was caused by the behavior of one or more students. Outcomes include developing a plan to heal or correct the situation.

Wraparound Planning

The educational wraparound process is based on individualized, need-driven planning and interventions. It is not a program or a type of service. It is a value base and an unconditional commitment to working with students on a “one student at a time” basis to support normalized and inclusive options for students with complex needs.

Refer to community resources for mental health, substance abuse, etc.

Providing unique community-based resources to families and students, with which they may choose to collaborate outside of the school environment. The school may find it beneficial to communicate with the purpose of coordination of care if a parent/guardian signs the appropriate consent for release of information.

Intensive Social Emotional Learning intervention by support staff (anger management, etc.)

Students who demonstrate the need for intensive social, emotional, or behavioral support may be provided with evidence-based



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intervention from a school-based mental health clinician, such as a social worker or psychologist.

Develop Functional Behavior Assessment and Behavior Intervention Plan

The FBA process is for identifying (a) observable problem behaviors, (b) the contexts or routines where the problem behaviors are most likely, (c) the specific antecedent events within a context or routine that reliably predict occurrence of problem behaviors, and (d) the consequences that appear to maintain the problem behavior.

The BIP defines how an educational setting will be adjusted to improve the behavioral success of the student:

- Describes how the physical environment will be changed to prevent occurrences of problem behavior
- Describes the teaching that will occur to give the student alternative ways of behaving
- Describes the positive and negative consequences that will be provided to (a) encourage positive behavior, (b) limit inadvertent reward of problem behavior, and (c) where appropriate, discourage problem behavior

Readmission Interventions and Supports

Individualized supports to re-engage the student which will include, as appropriate, the student, parent, administration, and other staff members who work with the student.

Resolutions/Disciplinary Measures

A resolution / disciplinary measure is defined as an action that supports a student in repairing harm resulting from his/her behavior and any necessary measure(s) to maintain the safety of the school community. In addition to the disciplinary measures listed in [Board Policy 7:190](#), Student Behavior, examples of resolutions / disciplinary measures used in D97 include, but are not limited to:

Verbal Warning

The classroom teacher reminds a student what he/she is expected to do.

Loss of Classroom Privileges

A student can lose the right to participate in classroom activities on a short-term basis. The privilege lost is directly related to the student's mistake indicating a logical consequence.

Restorative Conversation

Student is supported in reflecting on their behavior and developing and implementing a plan using five key questions: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done and in what way? What do you think you need to do to make things right?

Restorative Conference/Circle

A group of individuals is supported by a facilitator, called a circle keeper, to identify and address the harm that was caused by the behavior of one or more students. Outcomes include developing a plan to heal or correct the situation.

Conference with staff member or administration

A private conference with a student to resolve conflict and/or concerns.

Conduct problem-solving conference with parent and student

Parents/guardians, staff and the student sit down together to talk about the student's behavior and identify potential solutions to address the cause of the behavior.

In-School Suspension (Response Level 3)

A student is removed from the classroom environment and assigned to work within the school in accordance with [Board Policy 7:200](#). See Appendix G for school suspension procedures.

Out-of-School Suspension (Response Level 3)

In limited circumstances, and in accordance with



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[Board Policy 7:200](#), Suspension Procedures, the administration may assign an Out-of-School suspension for the student.

Response Level 3 conduct may result in a student being suspended from school for up to 3 days, unless prohibited by the IDEA and/or State law.

Response Level 4 conduct may result in a student being suspended out of school for up to 10 days, unless prohibited by the IDEA and/or State law.

Response Level 5 conduct may result in a student being recommended for expulsion, unless prohibited by the IDEA and/or state law. The District's suspension procedures are outlined in [Board Policy 7:200](#). The out-of-school suspension process includes a right to appeal the suspension. See Appendix G for school suspension procedures.

Expulsion from School (Response Level 5)

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 expulsion procedures are outlined in [Board Policy 7:210](#). See [Appendix E](#).

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.



Matrix

The matrix below contains a list of suggested response strategies, interventions and resolution/disciplinary measures for each Response Level. The below list of strategies, interventions and measures is a non-exhaustive range of options that will not always be applicable in every case. District 97 staff members are encouraged to utilize the matrix below when addressing incidents of student misconduct. However, consistent with Board policy 7:190 and State law, school staff and administrators have the discretion to implement response strategies, interventions and disciplinary measures as they deem appropriate. District staff also have an obligation to maintain a safe and orderly school environment. This may mean, in some circumstances, implementing response strategies, interventions and/or disciplinary measures that fall outside a particular Response Level.

CLASSROOM STRATEGIES AND INTERVENTIONS			
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/DISCIPLINARY MEASURES
RESPONSE LEVEL 1	<ul style="list-style-type: none"> Remind/Redirect Increase teacher proximity Changing student seating Reinforcing positive behavior Error Correction Logical Consequence Take a Break Parent/family phone call 	<ul style="list-style-type: none"> Teach a replacement behavior or coping strategy Reteach social emotional learning curriculum Create a behavior contract or chart Provide regulation breaks Check-in Check-out Reteach 	<ul style="list-style-type: none"> Verbal warning Loss of privileges Restorative conversation Restorative action
SUPPORT STAFF STRATEGIES AND INTERVENTIONS			
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/DISCIPLINARY MEASURES
RESPONSE LEVEL 2	<ul style="list-style-type: none"> Strategies in Response Level 1, increased intensity or frequency Regulate student in the classroom Regulate student in an alternative environment 	<ul style="list-style-type: none"> Interventions in Response Level 1, increased intensity or frequency Enroll student in a group intervention for coping/emotional regulation, anxiety reduction, substance abuse, social skills, relationship skills, positive leadership Mentoring and Cross-age Mentoring Check-in Check-out Restorative practice (circle, conversation, collaborative problem-solving) and resulting agreement and/or targeted intervention support plan 	<ul style="list-style-type: none"> Resolutions outline in Response Level 1 Conference with staff member or administrator Conduct problem-solving conference with parent and student
INTENSIVE STRATEGIES, INTERVENTION AND/OR ADMINISTRATIVE DISCIPLINE			
	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS	RESOLUTION/DISCIPLINARY MEASURES
RESPONSIVE LEVEL 3	<ul style="list-style-type: none"> Strategies in Response Levels 1 and 2, increased in intensity or frequency Use of non-violent crisis intervention (de-escalation, restraint, seclusion) for the purpose of maintaining safety. 	<ul style="list-style-type: none"> Interventions in Response Level 2, increased in intensity or frequency Refer to community resources for mental health, substance abuse, etc. Intensive Social Emotional Learning intervention by support staff (anger management, etc.) Develop Functional Behavioral Assessment and Behavior Intervention Plan Develop a wraparound education plan for students involving a multidisciplinary team. 	<ul style="list-style-type: none"> In-School-Suspension Out-of-school suspension for up to 3 days, followed by a re-engagement conference upon student's return to school



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INTENSIVE STRATEGIES, INTERVENTION AND/OR ADMINISTRATIVE DISCIPLINE			
RESPONSE LEVEL 4	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS*	RESOLUTION/DISCIPLINARY MEASURES
	<ul style="list-style-type: none"> Strategies in Response Levels 2 and 3, increased in frequency and intensity Use of non-violent crisis intervention (de-escalation, restraint, seclusion) for the purpose of maintaining safety. 	<ul style="list-style-type: none"> Interventions in Response Levels 2 and 3 	<ul style="list-style-type: none"> In-School Suspension Out-of-school suspension for up to 10 days, followed by a re-engagement conference upon student's return to school
LONG-TERM REMOVAL FROM SCHOOL AND RE-ENGAGEMENT STRATEGIES			
RESPONSE LEVEL 5	RESPONSE STRATEGIES	POTENTIAL INTERVENTIONS*	RESOLUTION/DISCIPLINARY MEASURES
	<ul style="list-style-type: none"> Strategies in Response Levels 2 and 3, increased in frequency and intensity Use of non-violent crisis intervention (de-escalation, restraint, seclusion) for the purpose of maintaining safety. 	<ul style="list-style-type: none"> Readmission Interventions and Supports 	<ul style="list-style-type: none"> In-School Suspension Out-of-School Suspension for up to 10 days and possible Recommendation for Expulsion, followed by a re-engagement conference upon student's return to school

*Interventions are based on an evaluation of the whole child and are not restricted to specific response Levels.

NOTE: At the time of publication, the response strategies, interventions, and resolution/disciplinary measures listed are not in full implementation across all schools.

NOTE: The interventions and disciplinary measures described should be carefully matched to the needs of the student and the overall context of the situation.



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Response Levels

Inappropriate and Disruptive Behaviors and Response Levels				
If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M				
RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In- School-Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days of Out- of-School Suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-School Suspension (-up to 10 days) and possible Recommendation for Expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Alcohol, Drugs, and Tobacco					
Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes. Board Policy 7:190 #1		✓	✓	✓	✓
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. Board Policy 7:190 #2			✓	✓	✓
Using, possessing, distributing purchasing, selling or offering for sale any illegal drug or controlled substance, or cannabis (including medical cannabis (marijuana, and hashish). Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription. Board Policy 7:190 #3			✓	✓	✓



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Inappropriate and Disruptive Behaviors and Response Levels

If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M

RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In- School-Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days of Out- of-School Suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-School Suspension (-up to 10 days) and possible Recommendation for Expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Using, possessing, distributing, purchasing, selling or offering for sale any performance enhancing substance on the IHSA's most current banned substance list, unless administered in accordance with a physician's or licensed practitioner's prescription. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale 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 instruction. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale 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. Board Policy 7:190 #3			✓	✓	✓



Oak Park Elementary School District 97

Inappropriate and Disruptive Behaviors and Response Levels

If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. See Appendix M

RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In- School- Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days of Out- of-School Suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-School Suspension (-up to 10 days) and possible Recommendation for Expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Using, possessing, distributing, purchasing, selling or offering for sale any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale look-alike or counterfeit drugs, including a substance that is not prohibited by Board policy but one: (a) that a student believes to be or represents to be, an illegal drug, controlled substance, or other substances that is prohibited by Board 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 Board policy. Board Policy 7:190 #3			✓	✓	✓
Using, possessing, distributing, purchasing, selling or offering for sale 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, possess, store or conceal cannabis or controlled substances. Board Policy 7:190 #3			✓	✓	✓



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Inappropriate and Disruptive Behaviors and Response Levels

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Classroom Intervention and/or Discipline	Support Staff Intervention and/or Administrative Discipline	Intensive Intervention and/or Administrative Discipline In- School- Suspension	Intensive Intervention and/or Administrative Discipline Up to 3 days of Out- of-School Suspension	Long-Term Removal from School and Re-Engagement Strategies Out-of-School Suspension (-up to 10 days) and possible Recommendation for Expulsion

PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Appearance Policy 7.160					
Clothing that promotes drugs, alcohol, tobacco, or gangs, including shoes, jewelry, belts, etc.	✓	✓			
Clothing that features vulgar, obscene, lewd, violent, or offensive language or images, including accessories such as shoes, jewelry, belts, etc.	✓	✓			
Visible undergarments/underwear	✓	✓			
Wearing hats that are not facing straight forward or straight backward. Wearing hats that do not allow the face to be visible to staff and do not interfere with the line of sight of any student or staff.	✓	✓			
Wearing hoodie sweatshirts that interfere with the visibility of the face and ears.	✓	✓			



Oak Park Elementary School District 97

Inappropriate and Disruptive Behaviors and Response Levels

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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Bullying/Harassment/Cyberbullying					
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. Board Policy 7:180 (Prevention of and Response to Bully, Intimidation and Harassment)		✓	✓	✓	✓
Cheating					
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. Board Policy 7:190 #8	✓	✓	✓	✓	✓
Disruptive and Uncooperative Behaviors					
Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives including refusing a District staff members' request to stop, present school identification or submit to a search.	✓	✓	✓		



Oak Park Elementary School District 97

Inappropriate and Disruptive Behaviors and Response Levels

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RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3	RESPONSE LEVEL 4	RESPONSE LEVEL 5
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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Engaging in behavior, 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.	✓	✓	✓	✓	✓
Any serious misconduct not otherwise addressed within this Student Handbook that directly or indirectly jeopardizes the health, safety or property of a school, the school district, school personnel, other students, or other individuals who are present or acting within the school's jurisdiction.			✓	✓	✓
Failure to respect materials or property of others					
Property damage where the total value of the property affected is no more than \$20. See Glossary of Terms for definition of "property damage."	✓	✓			
Stealing the money or property of another that is valued at no more than \$20.	✓	✓			
Property damage where the total value of the property affected is more than \$20 (including damage to cellular phones and other electronic devices). See Glossary of Terms for definition of "property damage."		✓	✓		



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Inappropriate and Disruptive Behaviors and Response Levels

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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Stealing the money or property of another that is valued at more than \$20 (including stealing credit cards/debit cards and cellular phones and other electronic devices).		✓	✓		
Firearms/Weapons					
Possessing, using, controlling or transferring a knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club or any other object, including look-alikes of any weapon or firearm, not used or attempted to be used to cause bodily harm.		✓	✓	✓	✓
Possessing, using, controlling or transferring a firearm, as defined by 18 USC 921 of the federal code (e.g. handgun, rifle, shotgun, starter pistol etc.) See also, possession of bomb or other explosive device.					✓
Fires/Explosives/Flammables					
Setting a fire or attempting to set a fire.		✓	✓	✓	✓
In the absence of reasonable believe that an emergency exists, calling emergency responders; signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive decide on school grounds, school bus, or at any school activity.		✓	✓	✓	



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Inappropriate and Disruptive Behaviors and Response Levels

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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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 Student Handbook. See Glossary of Terms for definition of "possession."		✓	✓	✓	✓
Possession of a bomb or other explosive device not covered elsewhere in the Student Handbook. See Glossary of Terms for definition of "possession."				✓	✓
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. See Glossary of Terms for definition of "possession."		✓	✓	✓	✓
Forming a secret group					
Being involved with any public-school fraternity, sorority, or secret society by being a member, promising to join, pledging to become a member, or soliciting any other person to join promise to join, or be pledged to become a member.	✓	✓			
Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.		✓	✓	✓	✓



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Inappropriate and Disruptive Behaviors and Response Levels

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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Forgery					
Forgery. See Glossary of Terms for definition of "forgery."	✓	✓			
Gambling					
Gambling. See Glossary of Terms for definition of " gambling ."	✓	✓	✓	✓	
Inappropriate language and/or expression					
Swearing, cursing or making obscene gestures	✓	✓			
Verbal, written and non-verbal threats toward another person where there is no reasonable apprehension of bodily harm.	✓	✓			
Swearing, cursing or making obscene gestures, or written or verbal put downs directed toward another person.	✓	✓			
Inappropriate physical contact (non-sexual)					
Fighting/Physical attack against a student or staff member. Note: Self-defense is described as an action taken to restrain or block an attack by another person or to shield oneself from being hit by another person. The act of "hitting a person back" is considered fighting and is not considered self-defense and is not self-defense and will be considered as fighting.		✓	✓	✓	✓



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Inappropriate and Disruptive Behaviors and Response Levels

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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Use of physical force, including the use of an object, directly against or affecting a staff member or any adult who is legitimately exercising authority at the school or during any school activity.			✓	✓	✓
Inappropriate touching and/or sexual contact					
Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.	✓	✓	✓	✓	✓
Teen Dating Violence					
Teen Dating Violence (Board Policy 7:185)			✓	✓	
Sexual, explicit, obscene or lewd materials					
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.			✓	✓	✓



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Inappropriate and Disruptive Behaviors and Response Levels

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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Inappropriate use of technology					
Violating the Acceptable Use of Technology Policy (see Appendix A) (Board Policy 6:235 Access to Electronic Networks and Board Policy 7:310: Restrictions on Publications)	✓	✓	✓	✓	
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 the device to take photographs in locker rooms or bathrooms, cheat or otherwise violate conduct rules.		✓	✓	✓	
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.			✓	✓	✓
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, 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.			✓	✓	✓



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Inappropriate and Disruptive Behaviors and Response Levels

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PROHIBITED STUDENT CONDUCT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Recordings/images of another person					
Making, transmitting or distributing any recording that has not been approved by or authorized by the school of the voice or image of any other student, staff member or other person in any non- emergency situation and without the consent of the person(s) so recorded.		✓	✓	✓	
Use of unauthorized items					
Using or possessing a laser pointer without a staff member's direct supervision & in the context of instruction	✓				
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.	✓	✓			



Glossary of Terms

Advocate - An individual that promotes or supports the best interest of a particular student and has knowledge about their cultural identity, familial history, and current circumstances.

Bullying - 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:

- 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.

Cheating - Engaging in academic dishonesty, including intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores. Cheating includes submitting the work of others as your own and plagiarism.

Disruption - Intentionally interfering with the school environment in a manner that inhibits other students from accessing the school environment.

This does not include when a student may, occasionally, engage with instruction in a manner that is not aligned with classroom expectations (i.e. blurting out that is not habitual) or having a side conversation with one other student.

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, cannabis (including medical cannabis, marijuana, and hashish) and prescription medications. The definition does not include prescription medications that are possessed/used 1) while under the care of a licensed healthcare provider who prescribed the drug to the student; AND 2) in conformance with school district policies regarding the administration of medication at school.

Fighting - Repeated physical contact between two or more students that is harmful, injurious, or disruptive.

Forgery - Writing the name of another person to be represented as a writing or original signature of that other person or altering any written record or document (such as dates, times, passes and permits) without permission.

Gambling- Playing any game of chance or skill for money or any item of value.

Inappropriate Use of Technology - The District provides students with access to various forms of technology (computers, mobile devices, etc.), its network and the Internet in order to enhance their educational experience both in and out the classroom. Student use of technology, the District's network and the Internet are governed by Board policy, including [Policy 6:235](#) (Access to Electronic Networks), [Policy 7:180](#) (Preventing Bullying, Intimidation and Harassment) and [Policy 7:190](#) (Student Behavior).



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Students are responsible for exhibiting the same appropriate behavior on the District's technology, network and Internet that they are expected to display on school property and/or during school-sponsored events and activities.

Students are prohibited from using the District's resources for personal purposes or to access non-educational materials.

Students who disregard the District's policies that govern the use of technology may have their privileges suspended or revoked. They may also face disciplinary action.

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, cellular phones, personal digital assistants (PDAs), personal music/video/gaming devices (e.g. Nintendo DS, iPods, MP3 players), electronic tablets, cameras and/or any other image/voice capturing device.

Purchase - Providing money or some other consideration in exchange for [drugs](#), controlled substances, or cannabis or the promise to provide money or some other consideration at a later date in exchange for such substances.

Possession - 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."

Property Damage - The destruction, defacement or damaging of property or equipment belonging to the school, district or another person. The value of the property that is damaged will be measured by the repair or replacement cost.

Refusal to Cooperate - Refusal to cooperate may occur when a student's refusal to follow school rules or the instructions of school staff or volunteers has an impact on the effective or safe functioning of the school or a classroom, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the behavior. Refusal to cooperate also includes repeated disobedience to school staff or volunteers.

Refusal to cooperate **does not** occur when:

- A student was not reasonably aware of a direction given by school staff or a volunteer (i.e. in a noisy room, hearing problems or other disabilities, language limitations, etc.);
- A student is tardy to school / class; or
- A student fails to complete homework.

Self-defense is described as an action taken to restrain or block an attack by another person or to shield oneself from being hit by another person. The act of "hitting a person back" is considered [fighting](#) and not self-defense.

Surrender for safety - Acknowledgement that students make mistakes and may unintentionally bring inappropriate items to school. Students are expected to learn from these mistakes.

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



APPENDIX A:

Access to Electronic Network ([Board Policy 6:235](#))

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

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

Curriculum and Appropriate Online Behavior

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

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, Acceptable Use of the District's Electronic Networks contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

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



following:

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

Authorization for Electronic Network Access

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

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

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

Guidelines

iLearn 97 Device & Program Agreement

Acceptable Use of Technology Policy

We are pleased to offer our students access to the District’s computers, network, Internet, and other technology, including devices issued through our iLearn 1:1 program for educational purposes. Below is the district Acceptable Use Policy, along with expectations around the use of the devices and network. Included you will see district policies, presentations and links to resources on the district website.

The district provides students with access to various forms of technology (computers, mobile devices, etc.), its network and the Internet in order to enhance their educational experience both in and out of the classroom.
Student use of technology, the district’s network and the Internet are governed by board policy, including policy 6:235 (Access to Electronic Networks), policy 7:180 (Preventing Bullying, Intimidation and Harassment) and policy 7:190 (Student Discipline).
Students are responsible for exhibiting the same good behavior on the district’s technology, network and Internet that they are expected to display on school property and/or during school- sponsored events and activities.



They will not use these resources for personal purposes or to access non-educational materials.

Students who disregard the district's policies that govern the use of technology may have their privileges suspended or revoked. They may also face disciplinary action.

They will also not

- send or display offensive messages or pictures;
- use obscene or inappropriate language;
- harass, insult, or attack others;
- damage computers, mobile devices, computer systems, or computer networks;
- break copyright laws;
- use another user's password or attempt to decode another user's password;
- misrepresent themselves or trespass in and/or modify another user's folders, mail, work, or files;
- waste limited resources;
- or give out personal information.

iLearn 1:1 Device Coverage Information (3rd-8th graders)

Dates/Expiration:

- Coverage begins on the first day the student received the device
- Coverage ends on the last day the students is in attendance

Coverage

- **Accidental Damage:** Covers accidental damage caused by liquid spills, drops, or any other accidental event.
- **Theft:** Covers loss due to theft provided that a police report has been filed.
- **Fire:** Covers loss or damage to the device as a result of fire; the claim must be accompanied by an official fire report from the investigating authority
- **Electrical Surge:** Covers damage to the device as a result of an electrical surge
- **Natural disasters:** Covers loss or damage caused by natural disasters.

Exclusions

- **Dishonest, Fraudulent, Negligent, or Criminal Acts:** Damage or loss is not covered when it occurs in conjunction with any dishonest, fraudulent, intentional, negligent, or criminal act. In this case, the student/parent/guardian will be responsible for the full cost or repair or replacement.
- **Consumables:** USB charging cable (\$10), AC adaptor (\$10), stand (\$10) entire case (\$25), Chromebook charger (\$20)
- **Cosmetic damage** that does not affect the functionality of the device. This includes but is not limited to scratches, dents, and broken ports or port covers.
- **"Jail breaking"** or otherwise voiding the manufacturer's warranty by altering the software.

D97 Annual Fee	Claim	Damage/Repair Payment	Stolen Payment
\$TBD	1	\$0	\$50
	2	\$25	\$100
	3	\$50	\$314(iPad)/\$357 (Chromebook)

I ...

- Understand the [District 97 Acceptable Use Policy](#) and helpful [AUP presentation](#) (which can be accessed on the iLearn Page under Quick Links)



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- Will review the iLearn Handbook and abide by the expectations.
- Understand the iLearn 97 Coverage Information
(Which includes what happens if device is damaged, lost or stolen) (Provided to your student with this document and a draft can be found in the iLearn 97 Handbook at www.op97.org/ilearn97/index).

District 97 and staff will not only have the district devices and other technological tools available for students, but also make use of beneficial online programs that enhance the learning environment and offer opportunities to differentiate instruction, while meeting the varying student learning styles. Below is a list of programs that our staff may use this year for students and you can find this list and links to the privacy policies at www.op97.org/ilearn97/index (tab on the side for Educational Apps/Programs).

While these programs do require some student information for account creation, we closely review all privacy policies and remain focused and diligent about limiting the student information shared to directory information.

By completing the following you are acknowledging and signing off with consent for the statements regarding the above “I” statements and programs that may be used during the upcoming year.

I understand the policies for acceptable use of my school-issued and/or other district devices and online systems and I give permission for my student to participate in the school district’s electronic communication systems.

Yes **No**

Do you have wireless Internet Access at home?

Yes **No**



APPENDIX B:

Bus Conduct Policy ([Board Policy 7:220](#))

All students must follow the District's School Bus Safety Rules.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

6. Prohibited student conduct as defined in School [Board policy 7:190](#), Student Behavior.
7. Willful injury or threat of injury to a bus driver or to another rider.
8. Willful and/or repeated defacement of the bus.
9. Repeated use of profanity.
10. Repeated willful disobedience of a directive from a bus driver or other supervisor.
11. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

Academic Credit for Missed Classes during School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.



APPENDIX C:

Code of Conduct for Participants in Extracurricular

Activities Policy ([Board Policy 7:240](#))

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board of Education policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; (3) notify participants that failure to abide by it could result in removal from the activity, and (4) maintain academic eligibility. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and [Board policy 7:190](#), Student Behavior. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 8 participating in these programs.



APPENDIX D:

Misconduct by Students with Disabilities

(Board Policy 7:230)

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board of Education will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

For additional information regarding discipline of special education students and the procedural safeguards afforded to parents/guardians, see ISBE's Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities, which can be accessed at the following link: https://www.isbe.net/Documents/nc_proc_sfgrds_34-57j.pdf. A copy of the Notice of Procedural Safeguards can also be provided, upon request, by contacting your child's Principal or the Special Education Coordinator assigned to your child's school.



APPENDIX E:

Expulsion Procedures ([Board Policy 7:210](#))

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

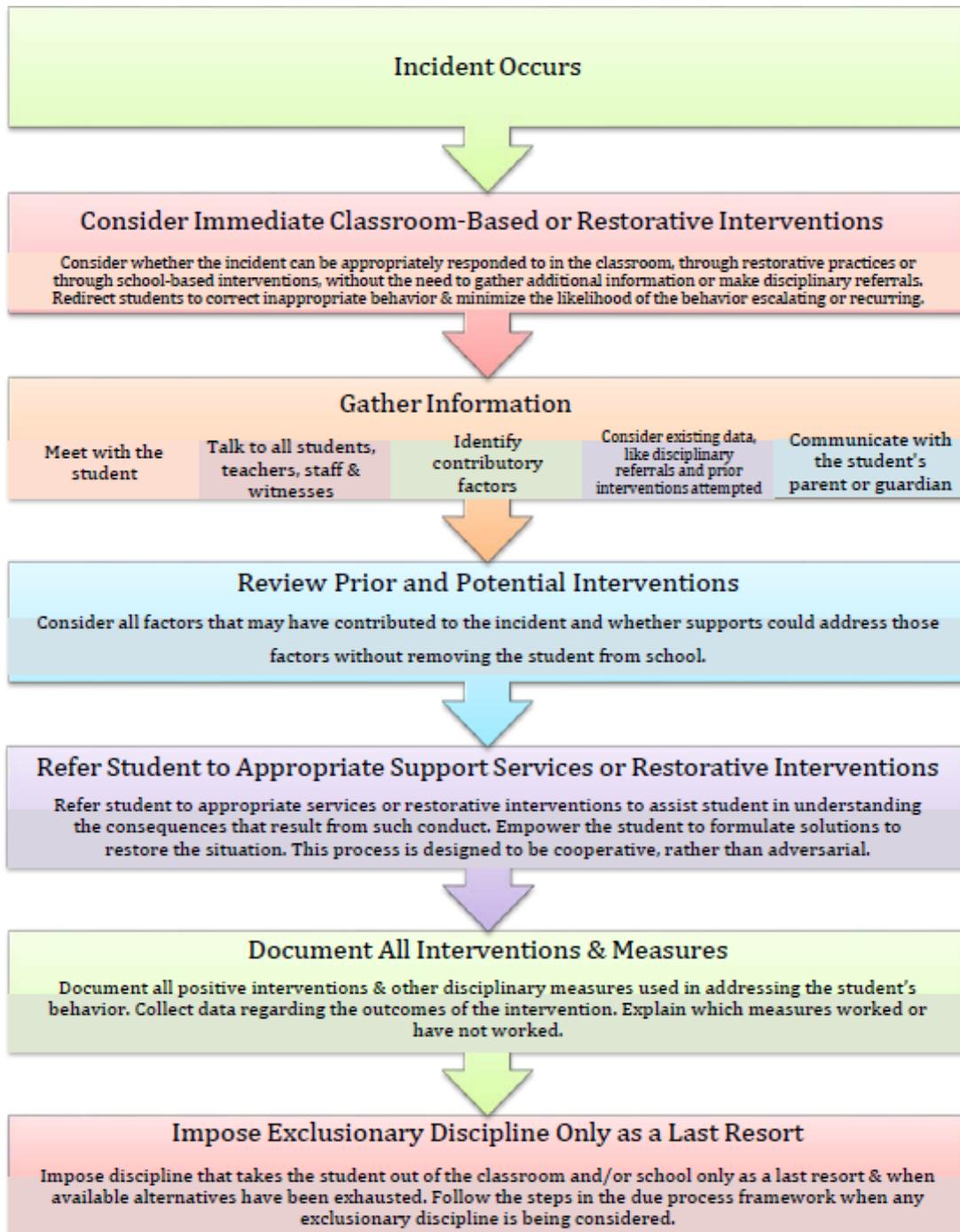
1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - 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. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - e. 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. The hearing 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. 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 that school officials determined that all appropriate and available behavioral and disciplinary interventions have been exhausted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document that 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.



APPENDIX F:

Incident Management Flow Chart

If there is an incident, our district or school takes the following steps:





APPENDIX G:

Prevention of and Response to Bullying, Intimidation and Harassment Policy

[Board Policy 7:180 \(Prevention of and Response to Bullying, Intimidation, and Harassment\)](#)

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

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

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

Definitions from Section 27-23.7 of the School Code (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



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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:

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

Nondiscrimination Coordinator
Gina Herrmann
260 Madison Street, Oak Park, IL 60302
gherrmann@op97.org
708/524-3000



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Complaint Managers:

Michael Arensdorff
260 Madison Street
Oak Park, IL 60302
marenddorff@op97.org
708/524-3000

Felicia Starks Turner
260 Madison Street
Oak Park, IL 60302
fstarks@op97.org
708/524-3000

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

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

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, 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.
9. 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.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to



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parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

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

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. [2:260](#), Uniform Grievance Procedure. A student may use this policy to complain about bullying.
 - b. [6:60](#), Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. [6:65](#), Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - d. [6:235](#), Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - e. [7:20](#), Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in [7:20](#) is the same as the list in this policy).
 - f. [7:185](#), Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - g. [7:190](#), Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - h. [7:310](#), Restrictions on Publications; Elementary Schools. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
 - a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (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



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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.

- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.



APPENDIX H:

Suspension Procedures ([Board Policy 7:200](#))

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

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

4. 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.
5. 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.
6. An attempted phone call to the student's parent(s)/guardian(s).
7. 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 and the specific duration of the suspension, including actual dates of suspension.
 - d. For a suspension of 5 or more school days, a statement of what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
8. 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.
9. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail:



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- a. That the student committed the gross disobedience or misconduct as charged;
- b. For suspensions of 3 or fewer days: That the student's continued presence at school would pose a threat to school safety, or a disruption to other students' learning opportunities;
- c. For suspensions of 4 or more school days:
 1. That the student's continued presence at school would pose a threat to the safety of other students, staff, or members of the school community, or substantially disrupt, impede, or interfere with the operation of the school; and
 2. That other appropriate and available interventions were attempted or whether it was determined that there were no other appropriate and available interventions; and
- d. The rationale as to the specific duration of the suspension; and
- e. Describe the appropriate and available support services provided to the student during the period of suspension or whether it was determined that there were no appropriate and available support services.



APPENDIX I:

Search and Seizure Policy ([Board Policy 7:140](#))

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

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school 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 notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent or designee may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal [drugs](#), [weapons](#), or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's [possession](#) (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

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

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

Seizure of Property

If a search produces evidence that the student has violated or is violating either 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



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following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

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



APPENDIX J:

Student Appearance Policy ([Board Policy 7:160](#))

A student’s appearance, including dress and grooming, 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. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent or designee and included in the Student Handbook(s).

Guidelines

Oak Park Elementary School District 97 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 a student’s 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.

“It makes sense because you should always wear clothes to school and wear appropriate clothes.”

-Brooks Middle School Student

Section 1: Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

Section 2: Student Must Wear

- A shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, , or shorts), AND
- Shoes; OR
- A dress, AND
- Shoes.

**Activity-specific shoe requirements are permitted (for example, athletic shoes for PE)

Section 3: Students May Wear, as long as these items do not violate Section 1 above:

- 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.
- Do-rags
- 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



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- 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).

Section 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).
- 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).

“It says school administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. That isn't very mindful and I think that people would get embarrassed if they got called out for wearing unacceptable clothing..”

-Brooks Middle
School Student

Dress Code Enforcement

To ensure effective and equitable enforcement of this 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 in accordance with the dress code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed in accordance with the dress code for the remainder of the day.
 - Students will be provided with temporary school clothing to be dressed in accordance with the dress 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.
- 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 dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - 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, such as graduation ceremonies and dances.



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Students who feel they have been subject to discriminatory enforcement of the dress code should contact the building administration.⁵

⁵ Inspired in part by [Oregon NOW Model Dress Code](#)



APPENDIX K:

Teen Dating Violence Prohibited Policy

(Board Policy 7:185)

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. [7:20, Harassment of Students Prohibited](#). This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - b. [7:180, Prevention of and Response to Bullying, Intimidation, and Harassment](#). This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in [policy 7:20, Harassment of Students Prohibited](#).
3. Incorporates age-appropriate instruction in grades 7 through 8, in accordance with the District's comprehensive health education program in [Board policy 6:60, Curriculum Content](#). This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with [Board policy 6:65, Student Social and Emotional Development](#).
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy. Incorporated by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)



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APPENDIX L:

Vandalism Policy ([Board Policy 7:170](#))

The Board of Education will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.



APPENDIX M:

Student Behavior Policy ([Board Policy 7:190](#))

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; and (4) 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 medical cannabis, marijuana, and hashish).
 - 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.
 - 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



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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 Building 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) or 504 Plan; (c) it is used during the student's lunch period, or (d) 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.



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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.



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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

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 Building 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 Building 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 2 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 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. Suspension and expulsion may be the available and appropriate disciplinary interventions in some circumstances where other available and appropriate interventions have been exhausted or it has been determined that there are no other available and appropriate behavioral or disciplinary interventions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged



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

Weapons

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

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

The expulsion requirement under either paragraph one or two 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.

Required Notices

A school staff member shall immediately notify the office of the Building 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 Building 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



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for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

Student Handbook

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

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