

The superintendent report for the month of April includes

The superintendent report for the month of April includes several pieces of information that may not be new to the Board of Education. The following are submitted for your review:

1. Next Generation Science Standards Test Update
2. Reviewing the FY 2017 Budget Issue in IL
3. City Marketing Process Update
4. LearningLEAF Progress
5. A-3 Leadership Team Recommendation regarding GHS participating in IHSA Bowling
6. Parent-Student Handbooks for 2016-17

NGSS Science Test

We have yet to receive comprehensive information regarding the required administration of this year's science test. We know that the Department of Education has required that Illinois administer a science test this year in specific grades. Included with this report is a copy of a Frequently Asked Questions document that is available on the Illinois State Board of Education website. As we uncover more we will post on our website and communicate with all of you.

Review of State FY 2017 Budget

As you know, a presentation was made on March 24, 2016 at the Regional Office of Education to raise awareness of the significant challenges presented to Illinois public schools should no state budget be approved for Fiscal Year 2017. As I have also mentioned, there is great concern that we may not conclude the 2016 fiscal year with appropriations made to fulfill state revenue obligations, beginning to strain cash flow levels for many school districts yet this Spring.

Many in the community will push back to any additional local burden, and as I stated at the State of the District presentation, an argument could have been made that we should have released a significant number of teachers,

administrators and support staff to prepare for such a fiscal challenge. However, this Board of Education and community has demonstrated that it has a moral and ethical responsibility to students as well.

Included in this report I have shared the slides from the Regional Office presentation, as well as the slides from the State of the District.

City Marketing Planning Update

Mr. Ford and I continue to participate in the facilitating team to present some type of “branding” and marketing opportunities for the City of Geneseo. Included in this report are some of the most recent meeting minutes. A list of 20+ different communities has been identified to access ideas for consultants and programming to help get the word out about the community. The transition to a new Mayor and somewhat new Council may be a great opportunity for this to help shape a direction and communication plan for the City of Geneseo.

LearningLEAF Update

The next meeting of the LearningLEAF facilitating team will be held on Tuesday, April 12th at 6:30 p.m. Mrs. DeBrock has been a great representative for the Board of Education. Our first meeting helped clarify the purpose of the engagement process. We are beginning the plans towards an October 2016 full community meeting where stakeholders help develop the “job description” of a 21st century school district that competes for employment in educating the youth of our community. This next meeting on the 12th should reinforce our commitment to this purpose and to begin framing the components of a job description that will allow the District to evaluate its ability and capacity to “get hired”! I am excited that Mr. Kashner will be facilitating our next meeting.

A-3 Recommendation for HS Bowling

Included with this report you will see a recommendation from the Activities, Arts and Athletics (A-3) Leadership Team to include bowling as a team sport to be included in Illinois High School Association tournament play for 2016-17.

Parent-Student Handbooks

The 2016-17 Parent-Student Handbooks has been an interesting journey to this point. The most significant changes in general, should be related to the Senate Bill legislation, which provides changes to the way students may be excluded from school for disciplinary purposes. Also, the high school dance policy has generated considerable conversation. The GHS Student Council sponsor will be addressing the Board of Education during this section of the meeting sharing her concerns about changes with the dance policy. There is no action at this meeting.

Moving forward it would be my recommendation that we change the process for Parent-Student Handbook development. The core components of each handbook should be consistent K-12, but sadly, and I own this continuance, the process has continued down various sidetracked routes. We should revisit our board policies in this area and see if we cannot develop a more clear and coherent development/review plan.

It may be that we need to conduct a special meeting for the high school handbook and deal with this dance policy separately should the Board of Education want to be involved with this.

Illinois Science Assessment (ISA)

www.isbe.net/assessment/isa.htm

Frequently- Asked Questions

Updated 03/23/2016

1. Is ISA required to be administered during the current school year?
Answer: Yes. The federal government requires public schools to assess students in science.
2. Who must test?
Answer: In a public school district, ISA will be administered to students enrolled in grade 5 and grade 8 at their respective grade level. The high school assessment for students enrolled in grades 9-12 will be course-based and correspond to the content of Biology I.
- ~~3. Specifically, which high school students must test?
Answer: As indicated in ISBE's Student Information System (SIS), high school students enrolled in one of the following four science courses must test:
 - ~~03051A000 Biology~~
 - ~~03052A000 Biology Advanced Studies~~
 - ~~03056A000 AP Biology~~
 - ~~03057A000 IB Biology~~~~
4. Can the ISA high school science courses be adjusted like they can be for PARCC high school tests for ELA/L and mathematics (i.e., may more courses be mapped and may some courses be removed)?
Answer: Not at this time.
5. When will ISA be administered?
Answer: The test window is expected to be open throughout May 2016. That said, we hope to open the window in April 2016 to give schools added flexibility.
6. In what format will ISA be administered?
Answer: ISA will be administered in an online format only.
7. How will the test be administered?
Answer: ISA will use an open-source technology known as TAO.
8. On what standards is ISA based?
Answer: ISA is based on the Illinois Learning Standards in Science, incorporating the Next Generation Science Standards (NGSS). The State Board adopted these standards in 2014. See <http://www.isbe.net/nils/science/default.htm> for more details.
9. How do the Illinois Learning Standards in Science, incorporating the NGSS and adopted in 2014 by ISBE, relate to the Illinois Learning Standards in Science adopted in 1997?
Answer: The Illinois Learning Standards in Science, incorporating the NGSS, replaced the previous science standards that were adopted in 1997. The NGSS are the most comprehensive science standards that Illinois has ever had. They are more rigorous and detailed as they integrate the content of science with the practices of science. However, there are many similarities between the two sets of standards. For example, the Engineering Standard aligns well to the 1997 Illinois Learning Standard 11B, Technological Design. If students are designing and building models, plus testing and retesting those models, they are meeting the Engineering Standard found in the NGSS.

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10. How was the ISA developed?

Answer: The Illinois State Board of Education entered an item-sharing agreement with the Office of the State Superintendent in the District of Columbia and is working in partnership with D.C. to build the ISA. This partnership allows Illinois to utilize the existing work of D.C., which administered a science exam based on the Next Generation Science Standards in 2015, and leverage both entities' resources to develop a high-quality test.

11. Specifically, which high school students must test?

Answer: As indicated in ISBE's Student Information System (SIS), high school students enrolled in one of the following four science courses must test unless they have received a full year credit from a previous school year for at least one of the following courses:

- 03051A000 Biology
- 03052A000 Biology—Advanced Studies
- 03056A000 AP Biology
- 03057A000 IB Biology

12. How much time is allotted for ISA?

Answer: Students must complete the test in one day. The table below shows the estimated time of testing, but is not a time limit. Districts have flexibility to allow students to continue testing during the session if they are actively engaged with the assessment.

Test	Number of Items	Before/After Time (in minutes)	Estimated Test Time (in minutes)	Total Time (in minutes)
Grade 5	18	15	38	53
Grade 8	23	15	40	55
High School	21	15	32	47

The times above are estimates based on operational testing in Washington D.C. ISBE does NOT impose a time limit other than the session cannot span over two days. Districts have the flexibility to continue testing if students are still working during the session.

13. What are the technology requirements?

Answer: iPads are NOT supported. The rest of the technical requirements can be found at: [<http://www.isbe.net/assessment/pdfs/isa/2016/ADS-specs.pdf>].

14. What types of items will appear on the ISA?

Answer: Each test (5, 8, high school) will begin with reading passages, called scenarios, and will be followed by a series of test items. Some items will be open-ended, some will be multiple-choice and some will be multiple-select (more than one correct response). Other items will involve drop down selections. Each test will also include stand-alone, multiple-choice items that do not follow a scenario.

15. What NGSS science content is covered in each test?

Answer: Grades 5 and 8 will have items aligned to Physical Science (PS), Life Science (LS),

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Updated 03/23/2016

Earth/Space Science (ESS) and Engineering (ETS). The high school test is aligned to Life Science (LS) with a small portion covering Engineering (ETS).

16. Are there sample items available?

Answer: Washington, D.C. has sample items online at <http://osse.dc.gov/node/1111507>. However, these items do not reflect the test construction mentioned above.

17. Are calculators allowed on the ISA?

Answer: Calculators will be allowed, although they will not be needed to complete the ISA.

The State We're In...



Geneseo CUSD 228
March 28, 2016

PDK/Gallup Poll 2014

- Americans consider lack of financial support as the biggest problem facing public schools in their community.

So says the IL Constitution Article X...

- A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities. The State shall provide for an efficient system of high quality public educational institutions and services. Education in public schools through the secondary level shall be free. There may be such other free education as the General Assembly provides by law. The State has the primary responsibility for financing the system of public education.

(Source: Illinois Constitution.)

Budget Calendar FY 2016

State of Illinois FY2016 Budget Schedule	
As of December 4, 2015	
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How did we get here?

- Civic Federation on February 11, 2016 stated,

“Illinois’ current financial predicament stems from a failure to deal with the fiscal cliff in January 2015 caused by the partial rollback of income tax rates. Instead of increasing revenues or significantly cutting spending, State officials closed the budget gap in FY 2015 mainly by using budgetary gimmicks and one-time revenue sources.”

What happens with no K-12 Budget for FY 2017?

- When will local reserves be exhausted?
- How and when will we be able to prioritize programs?
- What are the borrowing options for local community schools?
- When do doors close?

What’s Different for 2017?

- In 2016 K-12 education was separated and approved in the General Assembly
- SURPRISE, Governor Rauner signed off to approve the K-12 Education budget for 2016
- State Money running out?
- No “separation” of K-12 Budget from rest of FY 17
- So K-12 Education seems destined for same fate as higher education has experienced this year

Days of Cash on Hand

District	Days of Cash on Hand 7/1/2015
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Annawan	294.09
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Kewanee	239.53
Orion	165.52
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How does the State expect us to prioritize?

- Mandated a test they can't pay for
- Adding \$ to PreK programs, but where is AgEd, CTE, and Gifted Ed?
- What should we do to prepare for our federally mandated services to Special Needs students?
- What would the State like us to do to provide transportation in rural districts?
- Look at the newest laws

Taking away Hope as much as \$

- Competition across the river
- Where's the pride for recruitment and retention?
- How much more can we reduce staff, and how is that good for our economy?
- How shall we purchase curriculum materials for new requirements?
- How should we best work with our teacher and support staff associations to build morale and confidence?

Shifting Costs?

- Not just the threat of pension shifting
- Local borrowing options cost taxpayers more than repaying simple principle
- Impact of State bond rating woes
- If there is no budget, school doors will close.
- That's a when, not if.
- Schools are being responsible now, Draconian measures serve no one

Our Plea....

- **Demonstrate commitment and courage and approve a working budget for Education for 2017. Now. This is not about politics. It's about the budget. Let's not lose a generation of children to dysfunction.**
- Be as courageous in policy and diplomacy as our faculty and staff have been in continuing to persevere in the most discouraging public school climate in Illinois history
- Be open minded to the evidence that exists for both the educational practices that produce high-performing, well adjusted students who are college and career ready; but also to the economic and structural practices that successful states have implemented.
- **Evidence-based funding serves everyone fairly**

So what else is happening?

- What do we think about school reform & philosophy?
- Accountability
 - State
 - Local
 - To ourselves
- Evaluation and Student Growth
- Professional Development
- Life Trends and Disruptions
- Competition

Will Richardson asks

- Do kids learn better when we separate out the content into different subjects, or is it just easier for us?
- Do kids learn better when we have every one of them pretty much go through the same curriculum in the same way, or is it just easier for us?
- Do kids learn better when we have them turn off all of their technology in school, or is it just easier for us?
- Do kids learn better when we we assess them all the same way, or is it just easier for us?
- Do kids learn better when we decide what they should learn and how they should learn it, or is it just easier for us?
- Do kids learn better in 50 or 90 minute blocks, or is it just easier for us?

A compelling question

- What do you believe about how kids learn most powerfully and deeply in their lives?

Balancing Act that takes a School Community

- How do we act on our beliefs about teaching & learning in an era of state and national compliance?

A Collaborative Effort

- Brings the school community together
- Develop a job description for a 21st century school/district
- What does our resume look like to match community needs?



Joint Committee

- **“All In”** Student Growth Model
- 70/30 Performance/Student Growth
- Continue growing w EvaluWise
- Full implementation of PERA in August 2016



Belief in Teacher Development

- 26 teachers working towards National Board
- Maintaining core level of teaching personnel
- TLT Responsive to Teacher feedback for growth needs
- Growing PLCs and “10 Minute Tuesdays”
- Symmetrical balance of faculty (0-10 yrs, 11-19 yrs, 20+ yrs)

Important Dates- ISBE Education

Date	Event
April, 1983	Release of “A Nation at Risk”
1985	IL creates State Goals for Learning
1988	IGAP first administered
1997	Created the Illinois Learning Standards
1999	ISAT first administered
2001	Added Prairie State Exam
2002	NCLB adopted into law
2015	First PARCC administration
2016	IL switches from ACT to SAT

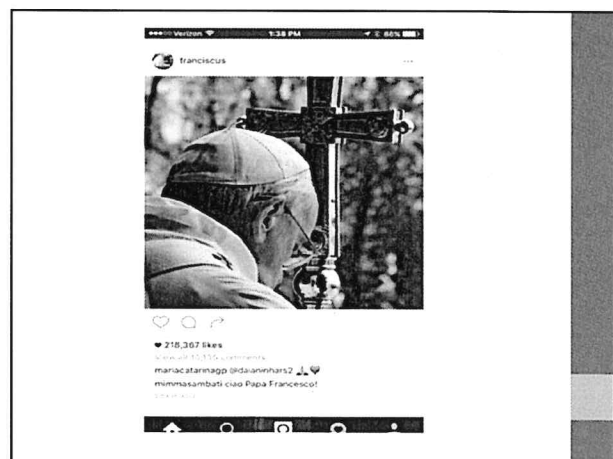
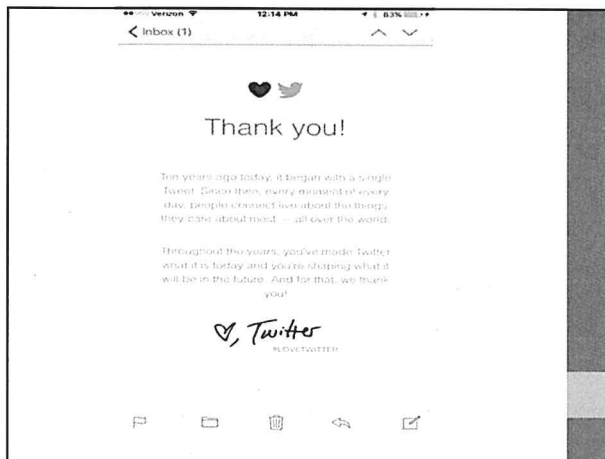
Common Core State Standards adopted in 2009

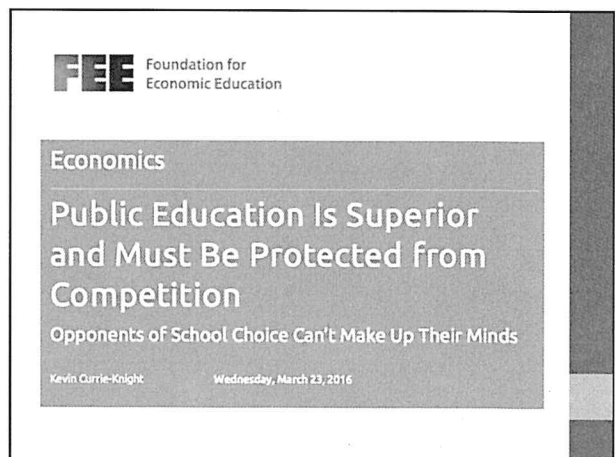
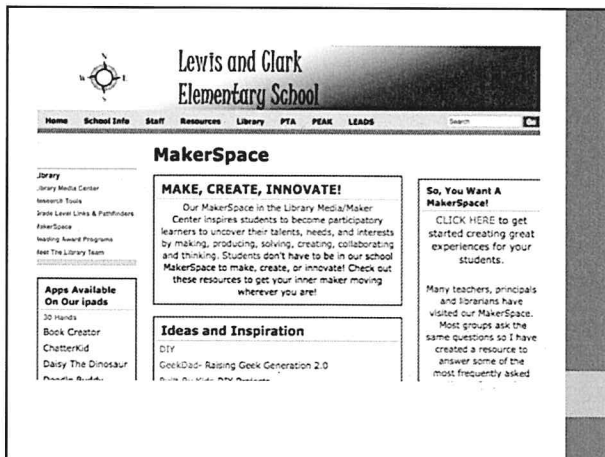
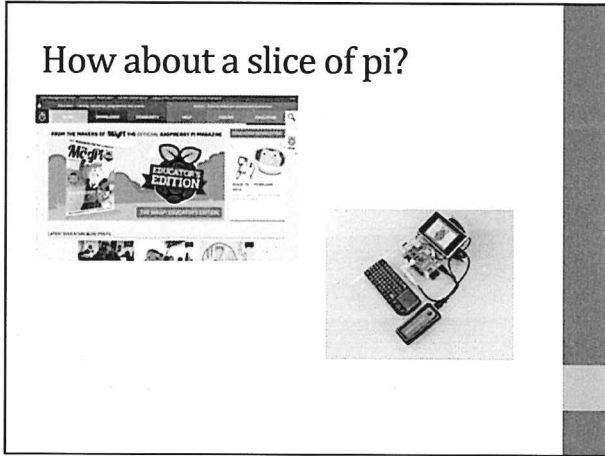
More Important Dates for Kids? (Class of 2016 Born 1998)

Date	Event
September, 1989	First Macintosh Portable computer (\$6,500)
February, 2004	Facebook starts
March 21, 2006	First Tweet sent
May 16, 2006	First MacBook laptop
June 29, 2007	First iPhone
March, 2010	Pinterest starts
April 3, 2010	First WiFi iPad released
October, 2010	Instagram starts
September, 2011	Snapchat starts
January, 2013	Vine starts
November, 2013	Yik Yak starts

And maybe it isn't just about the kids....

Date	Event
August, 1997	Netflix starts
August, 2003	Skype starts
October, 2004	Yelp starts
April 1, 2004	Google Mail starts
March, 2007	Hulu starts
June, 2008	Evernote starts
October, 2009	Dropbox starts
March, 2010	Pinterest starts
October 3, 2010	NFL Sunday Ticket on DirectTV starts
October, 2011	Siri starts
October 15, 2014	HBO Now starts





EDUCATION

Inside the Growing Homeschooling Movement

As dissatisfaction with education reform rises, more and more secular parents are exploring the homeschool option.

By Jordan E. Rosenfeld / AlterNet | May 16, 2015

Until recently, if you homeschooled your children, you were either part of a pioneering movement in alternative education or doing so for religious reasons. Now, more than 2.2 million children ages 5-17 are homeschooled in the United States, a figure on par with the number of children enrolled in Catholic schools and public charter schools, according to Brian Ray, founder of the National Homeschool Education Research Institute and the journal, *Homeschool Researcher*. Ray points out that the number of secular homeschoolers is increasing exponentially, though just how fast is hard to measure.

Always follow the money...

Meet David Coleman: Master of the SAT and Architect of Common Core

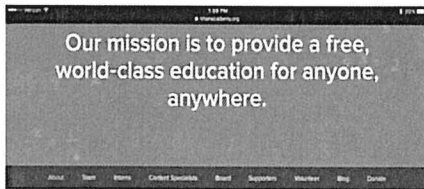
By Sarah Lyall
March 8, 2016 // 31

Here is David Coleman, the arbiter of what America's children should know and be able to do.

This is quite a lofty perch. First, he oversees the writing of what are supposed to be national standards.

Now, he is in charge of testing whether students are qualified to enter college.

What an amazing career trajectory for a guy who never taught and whose primary experience was with McKinsey and later with his own testing business, which he sold to McGraw-Hill for \$14 million.



A personalized learning resource for all ages

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. We also partner with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content.

Atlas Work

- [Atlas Quicklink to Curriculum](#)
- [Solid progress on alignment](#)
- [Building sense of assessment inventory](#)



What's the Charge ahead?

- ProjectLEAF
- Shift to SAT
- Systematized Special Education
- "All things to all people (and programs)"
- Elementary Science and Social Studies Curriculum
- Changing personnel to changing student/staff needs
- Use of time, technology, teachers
- Create ***learners***, not lemmings
- Be leaders, not lost

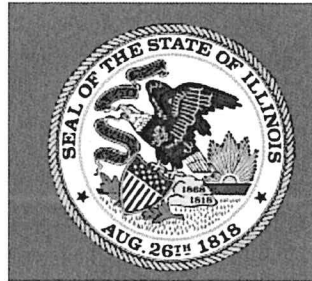
We have the Life Touchers to do this.

"Whatever an education is, it should make you a unique individual, not a conformist; it should furnish you with an original spirit with which to tackle the big challenges; it should allow you to find values which will be your roadmap through life; it should make you spiritually rich, a person who loves whatever you are doing, wherever you are, whomever you are with; it should teach you what is important, how to live and how to die."

— John Taylor Gatto,
Dumbing us Down: The Hidden Curriculum of Compulsory Schooling

Building a stronger foundation

- If you are planning for a year, sow rice; if you are planning for a decade, plant trees; ***if you are planning for a lifetime, educate people.*** - Chinese Proverb



A Case of Integrity

State Budgeting for Fiscal Year 2017
March 24, 2016

Integrity exists

- When your behaviors and your values are aligned.
- It's when you say you value concepts like adequate and equitable funding for public schools and then you work to make that happen.

Integrity

is choosing your thoughts and actions based on values rather than personal gain.

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Let's not leave a child behind



City Marketing Meeting
April 1, 2016
7:30-8:30 am

1. Debriefing of J. Lobaito Presentation

Know who we are in order to move forward. Not a bad thing to be known for football. The way people perceive us, is what people say about Geneseo when we're not in the room. Keep the promise once you find the brand. Key players must be at the table. Be open-minded through the process. Need to be clear on what we want and need from the consultant.

2. Discussion of RFP for Consultant

a. What are we looking for in a consultant?

"Good fit". Know who their client is and be perceptive. Also creative and bring new ideas to town. Recognize tradition, but also progress. *Balancing the stability to continue to be a place where people like to live and work.* Find someone who can help us pull out all the positives. Small town work experience. Ditto. Has shown a proven track record. Honesty in a consultant, not tell you what you want to hear. Have to know about our community, no one "Henry Hammond Hospital". Want to be sure that we get something solid from our investment. Actually walk in and walk around our community. Drive through all neighborhoods. Really show they're entrenched in who we are physically. How do we measure results--how soon could we see them? They need to explain how they do what they do (methodology). Key is how we write the RFP-- be clear on all the deliverables to hold accountable to budget and expectations. How large is the scope from start to their end work?

List of Communities that the Chamber will research:

West Branch, IA	Bettendorf, IA
Mundelein, IL	Morton, IL
Golden, CO	Tipton, IA
Ottawa, IL	LeClaire, IA
Quincy, IL	Monroe, WI
Delavan, WI	Galena, IL
Brookfield, WI	Dubuque, IA
Monee, IL	Valparaiso, IN
Princeton, IL	St. Charles, IL
Silvis, IL	Carroll, IA
Moline, IL	
Rock Island, IL	

LearningLEAF Facilitating Team Meeting

Tuesday, April 12, 2016

6:30 p.m.

Agenda of Topics for Review

1. Welcome
 - Introductions of New Members
 - Activity
 - i. Symbols
2. Review Notes/Follow up any items from Meeting # 1
 - <https://docs.google.com/document/d/1FgTcQVQJusakryfFelyP2IPrFSOZV5rsXT1XG-R6tNE/edit>
3. Expected Outcomes:

At the end of the meeting we will have

 - A purpose statement
 - A clear statement regarding the purpose/direction of the larger community meeting
 - identified a plan for each participant involvement at the next meeting
 - i. Logistics
 1. Time
 2. Structure of meeting
 - ii. Table set-up
 - iii. Recruitment
 - iv. Communication
4. Small Group Work:
 - Create a Purpose Statement of Project Learning LEAF Draft
 - i. Empower educational stakeholders, including teachers, administrators, parents, students, business owners, and community members alike in innovatively fostering a cycle of inquiry, engagement, service, and citizenship between our schools and our community.
 - ii. Mrs. Ericson will share her draft
 - Create a purpose statement to identify the purpose of the community meeting in the Fall
5. Sharing of Ideas
6. Roles and Responsibilities for Next Meeting
7. Plans for Next Meeting

Overview for the Board of Education
To Address the Academic Targets Board Goal
“LearningLEAF”

Purpose (Why): The Board of Education is committed to the six principles of effective governance, one of which is “The Board Connects with the Community”. Following the successful ProjectLEAF initiative, the Board shall authorize a similar process to bring together faculty, administration, parents and the community to engage the community in reviewing the district curriculum, instruction and assessment system. Because the greater school community deserves an opportunity to participate directly with the mission of the district, this process serves the purpose of demonstrating the Board’s commitment to teach, learn and care.

Product (What):

1. Parents and other members of the public will be provided with learning opportunities of the district’s instructional and assessment system.
2. Parents and other members of the public will be provided with learning opportunities of standards-based education and standard-based grading.
3. Parents and other members of the public will be provided with opportunities to share feedback about their priorities, concerns, and excitement about 21st century learning.
4. Faculty and administration will have opportunities to learn what concerns, fears, questions, suggestions and priorities the community has about teaching and learning in the 21st century.
5. The Board of Education has an opportunity to demonstrate their ability to model high level learning and caring through deep levels of listening and their visible engagement in soliciting the feedback from the community.

Process (How):

1. Similar to ProjectLEAF, there will be a Facilitating Team comprised of parents, community members, faculty members and two building administrators. This Facilitating Team will serve as a liaison between the Board of Education and the school community.
2. Members of the Facilitating Team will prepare information to be presented at the community meetings. They will also prepare and facilitate opportunities for dialogue, questions and feedback to analyze to move the process towards the end outcomes.
3. The Facilitating Team will prepare a final community presentation and communicate in a variety of ways to different audiences in the Fall of 2016. The information will be shared with the Board of Education, the District Leadership Team Co-Leaders, and the Teaching and Learning Team.

Date: 03 / 31 / 16

A3 Members Present:

Marie Abel

Jeff Utsinger

Mike Harrington

Linda Van Der Leest

Todd Ehlert

Dan Rakestraw

Concern brought to the A3 Team:

The GHS Bowling Club currently competes individually in IHSA, and they would like compete as a team.

Concern initiated by: Mike Ostrowski and Travis Mackey

Considerations:

- A-3 recommended that the Bowling Club compete individually in IHSA in April of 2015. This recommendation was approved, and therefore, individuals competed in the 2015-2016 season.
- A-3's biggest concern is and was financial. However, the Club currently has a fully functioning booster organization that is and will continue to support the sport with no cost to the District.
- Participation numbers for the last three years have been: 2013-2014 - 18, 2014-2015 - 24, 2015-2016 - 40.
- The bowlers are held accountable to the GHS athletic code of conduct.
- A-3 met with Bowling Club leaders, Mike Ostrowski and Denny Lynch on March 3, 2016.

A3 recommendation:

Currently, the bowlers are not allowed to participate as a team because they have individual IHSA status. We recommend that the Bowling Club is approved to participate in IHSA as a team for the 2016-2017 season.

THIRD OFFENSE AND EACH AND ANY SUBSEQUENT OFFENSES:

For Freshmen, Sophomores and Juniors –

1. Cannot practice or travel with the team/organization during the time of the suspension.
2. Suspension from **ALL** extra-curricular activities for 12 calendar months.

For Seniors –

1. Loss of privilege to participate in extra-curricular activities for the remainder of the student's high school career.

Policy for Suspension

A student who receives an out-of-school suspension for disciplinary rules violation will not be allowed to compete in any extra-curricular activities or participate in any practices during the time of the out of school suspension. If the out-of-school suspension carries over a weekend, the student may not participate in extra-curricular activities over that weekend.

Violation of Criminal Laws

Additional participation penalties for criminal laws will be determined by a committee consisting of school administrator(s), the athletic director, and three coaches/sponsors not working with the student at the time of the infraction.

REF: Board Policy 7:240-AP1, *Conduct Code for Students in Extra-Curricular Activities*

Attendance at School-Sponsored Dances

Attendance at school-sponsored dances is a privilege.

All school rules, including the school's discipline code and dress code, are in effect during school-sponsored dances.

School Dance Rules

1. Dress code at the dance must follow GHS Handbook guidelines (reference School Dress Code).
2. Dancing must be facing your partner.
3. Back to front or train "grinding" is not allowed.

In particular, students shall not:

1. Use, possess, distribute, purchase, or sell tobacco materials.
2. Use, possess, distribute, purchase, or sell alcoholic beverages.
3. Use, possess, buy, sell, barter, or distribute any illegal substance or paraphernalia.
4. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look-alike weapon.
5. Vandalize or steal.
6. Haze other students.
7. Behave in a manner that is detrimental to the good of the school, or
8. Be insubordinate or disrespectful toward teachers and chaperones.

Students who violate the school's discipline code will be required to leave the dance immediately, and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

REF: Board Policy 6:190, *Extracurricular and Co-Curricular Activities*
REF: Board Policy 7:240-AP1, *Code of Conduct for Extracurricular Activities*

Only Geneseo High School students and their pre-verified guests may attend school-sponsored dances.

1. Qualifying guest will be a home-schooled student living within District #228 or a recent graduate of Geneseo High School not over the age of 19.
 - a. Any guest who is not a current GHS student must have completed a Dance Guest Verification form and be granted attendance by a GHS administrator.
 - b. The guest must follow the instructions stated on the form regarding entering the dance and should be prepared to show a photo ID.
 - c. Guests are governed by the same rules as GHS students.
 - d. Tickets for guests must be obtained prior to the dance.
2. Students attending the dance must be checked in no later than one hour after the start time of the dance. Students arriving after this time will not be allowed to attend the dance unless prior arrangements have been made by their parent/guardian.
3. Students may only leave during the last hour of the event or at a pre-determined time specified by GHS administration.
4. Students who leave the building or event will not be readmitted.
5. GHS students must have all discipline served and all fines and fees paid prior to purchasing dance/Prom tickets.
6. Individuals who have dropped out of GHS will not be allowed to attend the dance as a guest of a current GHS student.

At the Junior/Senior Prom, the junior class entertains the seniors, faculty, and Board of Education. Additional rules affecting this function are as follows:

1. The only sophomores who can attend are those selected by the juniors to serve as wait staff.
2. No student may be excused from class or class work for Prom preparation, except with administrative permission.
3. Only those students with enough credits at semester to be classified as juniors (25) or seniors (35) may attend.
4. Students classified as 5th year seniors will not be permitted to attend PROM.
5. Only students who have purchased tickets in advance will be admitted to PROM.

CHAPTER 10: Special Education

Behavioral Intervention Policy and Procedures for Special Education Students

Any student meeting the criteria for participation in any special education program at the high school shall be allowed the following adjustments to disciplinary measures in order to comply with I.D.E.A. and/or Section 504:

1. The discipline policy exists for all students in this district as outlined in this handbook.
2. An individualized behavioral intervention plan is a written plan of one or more behavioral interventions, individualized to the need(s) of a student who requires behavioral intervention, which:
 - a. Addresses only unacceptable behavior caused by the student's disability
 - b. Supplements and/or is in lieu of part or all of the general behavior intervention plan which the District has for the student, and
 - c. Is required to be a part of said student's individualized education program or Section 504 plan.