

**MINUTES OF THE REGULAR MEETING OF
GENESEO COMMUNITY UNIT SCHOOL
DISTRICT #228 BOARD OF EDUCATION
209 SOUTH COLLEGE AVENUE
GENESEO, ILLINOIS
HELD ON THURSDAY, DECEMBER 10, 2009, AT 7:00 P.M.
IN THE GENESEO DISTRICT OFFICE MEETING ROOM**

PRESENT:

D. Ford
C. Frerichs
J. Mickley
J. Puentes
B. Snodgrass
A. VanDeWoestyne

ALSO PRESENT:

Scott Kuffel, Superintendent
Jack Schlindwein, Director of Operations
Joni Swanson, Asst. Superintendent for
Curriculum and Instruction

ABSENT:

C. Coleman

Natalie Haugse, Recording Secretary

1. President Ford called the regular meeting to order at 7:01 p.m.

Roll call was taken with six members present (Ford, Puentes, Snodgrass, VanDeWoestyne, Frerichs, Mickley), one absent (Coleman).

2. Board Correspondence
 - a. *High School Today* article featuring Geneseo High School "Educator Night"
 - b. IASB Basics of Law brochure
 - c. Cafeteria Report for November 2009
 - d. SSNS Bulletin, Volume 15, No. 70
3. Motion by Frerichs, seconded by VanDeWoestyne to accept the consent agenda as presented:
 - a. Approve the minutes of the November 12, 2009, Regular Meeting
 - b. Approve the Closed Session minutes of November 12, 2009, as Closed
 - c. Approve RRCAS bills in the amount of \$30,071.26, payroll in the amount of \$11,107.02, for total expenditures of \$41,178.28
 - d. Approve Geneseo District #228 bills in the amount of \$1,028,262.36, payroll in the amount of \$766,719.36, for total expenditures of \$1,794,981.72
 - e. Approve Board Policies 2:40, 2:110, 4:30, 4:180, 7:190 as presented

Motion carried by roll call vote of six ayes, (VanDeWoestyne, Frerichs, Puentes, Ford, Snodgrass, Mickley), one absent (Coleman).

4. Motion by Puentes seconded by Frerichs to accept the personnel agenda as presented

Employment

Name	Position
Bob Carroll	GHS Assistant Boys Basketball Coach
Tom Ferguson	GHS Assistant Wrestling Coach
Mike Harrington	GHS Assistant Boys Basketball Coach
John Janssen	GHS Assistant Wrestling Volunteer
John Kuhn	GHS Head Boys Freshman Basketball Coach
Brenna McCafferty	GHS Assistant Girls Basketball Volunteer
Lane Murray	GHS Assistant Wrestling Volunteer
Shane Oleson	GHS Assistant Wrestling Volunteer
John Puls	GHS Assistant Wrestling Volunteer
Tom Rusk	GHS Assistant Wrestling Coach
Rich Sheley	GHS Assistant Wrestling Coach
Mel Snook	GHS Assistant Wrestling Coach
Randy Wolf	GHS Assistant Wrestling Volunteer

Resignations/Leaves

Name	Position
Susan DeSplinter	RRCAS Custodian
Pam Hart	Middle School Food Service
Cindy Tiedeman	Northside Playground Aide

Motion carried by roll call vote of six ayes, (Mickley, Puentes, Ford, VanDeWoestyne, Snodgrass, Frerichs), one absent (Coleman).

5. The regular meeting was suspended for a Truth in Taxation Hearing at 7:05 p.m. Mr. Kuffel explained that the Levy reflects 4.0419 cents per \$100 of equalized assessed valuation. The total amount of the December 2009 levy including bond and interest is \$12,691,434.00, a 2.8605% increase. He noted that a Truth in Taxation Hearing was not required, as the 2009 levy does not exceed 105% of the 2008 tax extension.

Public comment was welcomed. None was heard.

6. The Truth in Taxation Hearing concluded and the regular meeting was reconvened at 7:08 p.m.
7. Motion by VanDeWoestyne, seconded by Mickley to approve the 2009 Tax Levy as presented

Motion carried by roll call vote of six ayes, (Frerichs, Mickley, Snodgrass, VanDeWoestyne, Ford, Puentes), one absent (Coleman).

8. Motion by Mickley, seconded by Frerichs to approve request by Director of Operations to seek anticipated bids for 2010-11 school year

Motion carried by roll call vote of six ayes, (Snodgrass, VanDeWoestyne, Ford, Puentes, Mickley, Frerichs), one absent (Coleman).

9. Motion by Mickley, seconded by Snodgrass to approve Plan Document and Health and Wellness Program for plan year 2010 as presented

Motion carried by roll call vote of six ayes, (Frerichs, Snodgrass, VanDeWoestyne, Ford, Puentes, Mickley), one absent (Coleman).

10. Motion by Snodgrass, seconded by Frerichs to approve the S.A.F.E. rate recommendation for 2010-11 as presented

Motion carried by roll call vote of six ayes, (Frerichs, Ford, Puentes, Mickley, VanDeWoestyne, Snodgrass), one absent (Coleman).

11. Motion by Snodgrass, seconded by Mickley to approve Health/Life Safety Amendment #19 to install Pass Card and Door Monitoring System at Northside Elementary

Motion carried by roll call vote of six ayes, (Mickley, VanDeWoestyne, Ford, Puentes, Frerichs, Snodgrass), one absent (Coleman).

12. Motion by VanDeWoestyne, seconded by Snodgrass to approve Copier Maintenance Agreement with OMC of Rock Island as recommended

Motion carried by roll call vote of six ayes, (VanDeWoestyne, Ford, Puentes, Frerichs, Mickley, Snodgrass), one absent (Coleman).

13. Motion by Snodgrass, seconded by Puentes to approve Pressure Steamer bid from Reinhart Food Service as recommended

Motion carried by roll call vote of six ayes, (Snodgrass, VanDeWoestyne, Mickley, Ford, Puentes, Frerichs), one absent (Coleman).

14. Motion by Mickley, seconded by VanDeWoestyne to reject all bids for Steam Jacketed Kettle as recommended

Motion carried by roll call vote of six ayes, (Frerichs, VanDeWoestyne, Ford, Mickley, Puentes, Snodgrass), one absent (Coleman).

15. Motion by Frerichs, seconded by Puentes to appoint Superintendent Kuffel as the District's Freedom of Information Act (FOIA) officer

Motion carried by roll call vote of six ayes (Ford, Puentes, Mickley, VanDeWoestyne, Frerichs, Snodgrass), one absent (Coleman).

16. Information Items

- a. Saw first draft of District "Dashboard". The Dashboard will show the "process, while the Scorecard will show "product". The Dashboard will be a monthly report, while the Scorecard will be presented periodically throughout the year.
- b. Heard first review of High School Curriculum for 2010-11 Course Planning Guide. Dr. Swanson asked that the Board consider a motion to approve the written curriculum as listed and approve the three newly recommended courses as presented.
- c. Reviewed 2009 Tri-Conference activities
- d. Reviewed Blackhawk Division Winter Governing Meeting held December 1 at The Cellar
- e. Reviewed Board Exhibit 2:140-E
- f. Heard first reading of amended Board Policies 3:40, 4:40, 4:100, and 5:30

17. Motion by Frerichs, seconded by Snodgrass to approve the written curriculum as listed and approve the three newly-recommended courses as presented

Motion carried by roll call vote of six ayes (Snodgrass, Frerichs, VanDeWoestyne, Mickley, Puentes, Ford), one absent (Coleman).

18. The Board suspended the regular meeting open session for a short break at 8:29 p.m.

19. Motion by VanDeWoestyne, seconded by Snodgrass to adjourn to closed session for the purpose of discussing:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2 (c)(1).

- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.
5 ILCS 120/2(c)(2).

Motion carried by roll call vote of six ayes, (Frerichs, Ford, Puentes, Mickley, Snodgrass, VanDeWoestyne), one absent (Coleman).

20. Returned to Open Session at 9:45 p.m.

21. Motion by VanDeWoestyne, seconded by Snodgrass to adjourn the regular session meeting

Motion carried by roll call vote of six ayes, (Ford, Puentes, Frerichs, Mickley, Snodgrass, VanDeWoestyne), one absent (Coleman).

22. The meeting was adjourned at 9:45 p.m.

PRESIDENT

SECRETARY

**FINANCIAL REPORT
OF
ROCK RIVER COOPERATIVE
ALTERNATIVE SCHOOL
FOR**

The regular Board of Education Meeting of the
Geneseo Community Unit School District #228,
Administrative District

ON

January 14, 2010

Board bills for the month were:	\$27,219.09
Payroll in the amount of:	<u>\$10,939.46</u>
Total Expenditures of:	\$38,158.55

NOTES:

This financial report reflects expenses for the month of December of 2009. Expenses include postage, telephone, building rental, counseling services, auditor fees, and the copier service agreement.

Last month the report was:	Board bills:	\$30,071.26
	Payroll:	<u>\$11,107.02</u>
	TOTAL:	\$41,178.28

Last year the January report was:	Board bills:	\$24,928.51
	Payroll:	<u>\$10,092.39</u>
	TOTAL:	\$35,020.90

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	CHECK NUMBER	CHECK VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
10E000 1900 3230 00 000000	GENERAL/ALTERNATIVE	5731	OFFICE MACHINE CONSU	111410	COPIER RENTAL	0	171.00
					Totals for account		171.00
10E000 1900 3400 00 000000	GENERAL/ALTERNATIVE	5727	GENESEO C.U.S.D. #22	120209	POSTAGE	0	6.60
10E000 1900 3400 00 000000	GENERAL/ALTERNATIVE	5727	GENESEO C.U.S.D. #22	121809	POSTAGE	0	4.40
					Totals for account		11.00
10E000 2120 3100 00 000000	GENERAL/GUIDANCE/PUR	5729	HENRY CO YOUTH SERVI	OCT-09	COUNSELING SERVICES	0	859.36
					Totals for account		859.36
10E000 2540 3250 00 000000	GENERAL/OPERATIONS &	5727	GENESEO C.U.S.D. #22	01142010 1	BLDG RENTAL	0	4,841.00
					Totals for account		4,841.00
10E000 2540 3400 00 000000	GENERAL/OPERATIONS &	5728	GENESEO TELEPHONE CO	01142010	TELEPHONE	0	230.26
					Totals for account		230.26
10E000 4110 3100 00 000000	GENERAL/NONPROGRAMME	5727	GENESEO C.U.S.D. #22	01142010	ADMIN FEE	0	9,616.08
					Totals for account		9,616.08
80E000 2365 3800 00 000000	GENERAL/RISK MANAGEM	5730	HENRY COUNTRY SHERIF	121809	OFFICER	0	5,037.95
					Totals for account		5,037.95
					Totals for checks		20,766.65

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION FUND	0.00	0.00	15,728.70	15,728.70
80	TORT	0.00	0.00	5,037.95	5,037.95
***	Fund Summary Totals ***	0.00	0.00	20,766.65	20,766.65

***** End of report *****

FINANCIAL REPORT
for
The Regular Board of Education Meeting
on

January 14, 2010

Board bills for the month were:	\$2,416,299.70
Payroll in the amount of:	<u>\$ 767,545.51</u>
Total Expenditures of:	\$3,183,845.21

NOTES:

The Board Bills for the past month include classroom supplies, workshop registration fees, athletic supplies, and cleaning materials.

Last year at the regular January Board Meeting, the financial report was:

Board bill for the month were:	\$2,480,064.42
Payroll in the amount of:	<u>\$ 765,884.08</u>
Total Expenditures of:	\$3,245,948.50

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	CHECK NUMBER	CHECK VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
10E000 1100 4100 00 960000	GENERAL/PROJECT/DONA	78538	MICHELLE GANSON	12/22/09	GEEE PROJECT	0	163.87
	GENERAL/PROJECT/DONA	78620	DEB WAGNER	12/22/09	GEEE SUPPLIES	0	28.25
					Totals for account		192.12
10E000 1200 6700 00 000000	GENERAL/SPEC ED/TUIT	78515	BREHM PREPARATORY SC	97993584	SPEC ED TUITION	0	3,299.04
	GENERAL/SPEC ED/TUIT	78594	REGIONAL SUP OF SCHO	12/15/09	HOME/HOSPITAL TUTOR	0	210.00
					Totals for account		3,509.04
10E000 1200 6750 00 000000	GENERAL/SPEC ED/ROOM	78515	BREHM PREPARATORY SC	97993584	SPEC ED TUITION	0	2,139.48
					Totals for account		2,139.48
10E000 2210 4200 00 000000	GENERAL/CURRICULUM D	78621	WEEKLY READER CORPOR	12/21/09	MAGAZINE FOR CO-OP CLASS	0	56.52
					Totals for account		56.52
10E000 2225 4100 00 000000	GENERAL/COMPUTER/SUP	78510	APPLE COMPUTER INCOR	9830939144	COMPUTER BATTERIES	0	587.45
					Totals for account		587.45
10E000 2410 3900 00 000000	GENERAL/PRINCIPAL OF	78530	EASTERN ILLINOIS UNI	47	JOB FAIR FEE	0	70.00
					Totals for account		70.00
10E000 2550 3310 00 112500	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	01/01/10	LADDERS	0	2,357.73
					Totals for account		2,357.73
10E000 2562 3230 00 000000	GENERAL/CAFETERIA/RE	78545	GOODWIN TUCKER	015868	HS FREEZER REPAIR	0	617.40
	GENERAL/CAFETERIA/RE	78545	GOODWIN TUCKER	015839	HS FREEZER REPAIR	0	525.79
	GENERAL/CAFETERIA/RE	78545	GOODWIN TUCKER	016074	HS FREEZER REPAIR-CREDIT	0	-308.70
	GENERAL/CAFETERIA/RE	78545	GOODWIN TUCKER	016073	HS FREEZER REPAIR-CREDIT	0	-262.90
					Totals for account		571.59
10E000 2562 4100 00 000000	GENERAL/CAFETERIA/SU	78520	COCA-COLA BTLG OF MI	8558262908	FOOD	0	711.89
	GENERAL/CAFETERIA/SU	78520	COCA-COLA BTLG OF MI	8558263404	FOOD	0	648.35
	GENERAL/CAFETERIA/SU	78520	COCA-COLA BTLG OF MI	8548214501	FOOD	0	572.20
	GENERAL/CAFETERIA/SU	78534	ENYEART DISTRIBUTING	12/4	FOOD	0	2,253.72
	GENERAL/CAFETERIA/SU	78534	ENYEART DISTRIBUTING	12/11	FOOD	0	1,761.87
	GENERAL/CAFETERIA/SU	78534	ENYEART DISTRIBUTING	12/25	DAIRY CREDIT	0	-80.54
	GENERAL/CAFETERIA/SU	78534	ENYEART DISTRIBUTING	12/18	FOOD	0	2,125.50
	GENERAL/CAFETERIA/SU	78537	FOX RIVER FOODS	727360	FOOD	0	206.93
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	CM4388406	FOOD	0	-205.52
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	CM4379060	FOOD	0	-130.80

ACCOUNT	ACCOUNT	CHECK		INVOICE	INVOICE	PO	
NUMBER	DESCRIPTION	NUMBER	VENDOR	NUMBER	DESCRIPTION	NUMBER	AMOUNT
10E000 2562 4100 00 000000	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4391498	FOOD	0	1,792.68
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4388991	FOOD	0	90.23
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4391496	FOOD	0	3,248.30
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4391495	FOOD	0	797.86
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4388996	FOOD	0	2,014.12
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4388990	FOOD	0	2,732.21
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4388989	FOOD	0	666.95
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	CM4393479	FOOD	0	-19.80
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4395648	FOOD	0	2,245.58
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4395653	FOOD	0	50.92
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4395649	FOOD	0	28.80
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4395650	FOOD	0	76.38
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	CM4387235	FOOD	0	-42.59
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	CM4387224	FOOD	0	-133.36
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4395651	FOOD	0	570.23
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4397053	FOOD	0	1,363.15
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4397050	FOOD	0	2,100.08
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4397049	FOOD	0	457.58
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4395652	FOOD	0	3,010.97
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4400669	FOOD	0	3,880.26
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4399329	FOOD	0	127.56
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4400672	FOOD	0	1,885.30
	GENERAL/CAFETERIA/SU	78556	HAWKEYE FOODSERVICE	4400668	FOOD	0	603.86
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073516	FOOD	0	28.10
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073414	FOOD	0	56.20
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073414	FOOD	0	63.50
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073414	FOOD	0	38.50
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073374	FOOD	0	30.70
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073374	FOOD	0	28.95
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073414	FOOD	0	58.40
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073414	FOOD	0	69.30
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073485	FOOD	0	46.40
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073485	FOOD	0	27.30
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073485	FOOD	0	28.50
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073485	FOOD	0	38.55
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073445	FOOD	0	9.90
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073445	FOOD	0	47.00
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073445	FOOD	0	38.95
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073414	FOOD	0	13.65

ACCOUNT	ACCOUNT	CHECK	INVOICE	INVOICE	PO	
NUMBER	DESCRIPTION	NUMBER	VENDOR	NUMBER	DESCRIPTION	AMOUNT
10E000 2562 4100 00 000000	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073516	FOOD	44.80
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073485	FOOD	60.60
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073516	FOOD	9.00
	GENERAL/CAFETERIA/SU	78566	INTERSTATE BRANDS CO	5941073485	FOOD	8.45
	GENERAL/CAFETERIA/SU	78587	PIZZA HUT	5513	FOOD	4,368.00
					Totals for account	40,525.62
10E000 2562 4900 00 000000	GENERAL/CAFETERIA/NO	78533	EMS DETERGENT SERVIC	117704	NON-FOOD	216.00
	GENERAL/CAFETERIA/NO	78533	EMS DETERGENT SERVIC	117703	NON-FOOD	128.00
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4388989X	NON-FOOD	223.05
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4388990X	NON-FOOD	42.67
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4388996X	NON-FOOD	105.61
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4391495X	NON-FOOD	204.77
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4391496X	NON-FOOD	425.34
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4395652X	NON-FOOD	203.21
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4397049X	NON-FOOD	39.97
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4397050X	NON-FOOD	253.39
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4397053X	NON-FOOD	155.58
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4395651X	NON-FOOD	319.81
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4400669X	NON-FOOD	262.40
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4400668X	NON-FOOD	126.23
	GENERAL/CAFETERIA/NO	78556	HAWKEYE FOODSERVICE	4400672X	NON-FOOD	24.44
					Totals for account	2,730.47
10E000 2562 6400 00 000000	GENERAL/CAFETERIA/DU	78576	MOORE, LAURA	12/10	REIMBURSE FOR SANITATION	158.00
					CLASS, BOOKS & LICENSE	
	GENERAL/CAFETERIA/DU	78607	SNA	441104	J DALE MEMBERSHIP RENEWAL	41.25
					Totals for account	199.25
10E000 2660 3100 00 000000	GENERAL/Copiers and	78581	OFFICE MACHINE CONSU	250023	MAINT CONTRACTS	1,719.68
					Totals for account	1,719.68
10E000 2660 4100 00 000000	GENERAL/Copiers and	78581	OFFICE MACHINE CONSU	250023	MAINT CONTRACTS	859.32
					Totals for account	859.32
10E000 4210 6700 00 000000	GENERAL/Payments for	78601	ROCK RIVER COOPERATI	12/22/09	TUITION	7,680.00
					Totals for account	7,680.00
10E000 4220 6700 00 000000	GENERAL/Payments for	78558	HENRY-STARK CO-SPEC.	12/16/09	SPECIAL ED TUITION	56,188.56

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	CHECK NUMBER	CHECK VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
10E000 4220 6700 00 000000	GENERAL/Payments for	78575	MOLINE SCHOOL DISTRI	12/23/09	SPEC ED TUITION	0	15,737.94
	GENERAL/Payments for	78575	MOLINE SCHOOL DISTRI	12/15/09	SPEC ED TUITION	0	31,304.92
					Totals for account		103,231.42
10E010 2210 3900 00 000000	ADMINISTRATION/CURRI	78593	REGIONAL OFFICE OF E	12/22/09	O'MALLEY WKSHOP	0	20.00
					Totals for account		20.00
10E010 2210 4130 00 000000	ADMINISTRATION/CURRI	78535	ETA/CUISENAIRE CO OF	503224084	CLASSROOM ITEMS-KRIS HANSEN	1400091023	145.49
					Totals for account		145.49
10E010 2310 3100 00 000000	ADMINISTRATION/BOARD	78159	EDUCATIONAL RESOURCE	17424	CONSULTING FEE	0	-1,500.00
					Totals for account		-1,500.00
10E010 2310 3320 00 000000	ADMINISTRATION/BOARD	78561	ILL ASSOC OF SCHOOL	12/15/09	BLACKHAWK MTG	0	100.00
	ADMINISTRATION/BOARD	78572	MICKLEY, JACKIE	12/15/09	BOARD TRAVEL EXDPENSE	0	202.40
					Totals for account		302.40
10E010 2310 3900 00 000000	ADMINISTRATION/BOARD	78528	THE DISPATCH	12/22/09	AD IN GENESEO MAGAZINE	0	695.00
	ADMINISTRATION/BOARD	78540	GENESE0 REPUBLIC	122509	ADS	0	247.43
					Totals for account		942.43
10E010 2310 4100 00 000000	ADMINISTRATION/BOARD	78622	WHITESIDE COUNTY	12/15/09	COPIES NEEDED BY THE BOARD	0	2.00
					Totals for account		2.00
10E010 2320 3320 00 000000	ADMINISTRATION/SUPER	78569	SCOTT KUFFEL	12/15/09	MILEAGE	0	750.00
					Totals for account		750.00
10E010 2520 3320 00 000000	ADMINISTRATION/FISCA	78604	JACK SCHLINDWEIN	12/15/09	MILEAGE	0	275.00
					Totals for account		275.00
10E010 2520 3400 00 000000	ADMINISTRATION/FISCA	78519	NEOPOST POSTAGE ON C	12/22/09	POSTAGE	0	200.00
					Totals for account		200.00
10E010 2520 4100 00 000000	ADMINISTRATION/FISCA	78526	DES MOINES STAMP MFG	0856997	U O DATE STAMP	0	70.00
	ADMINISTRATION/FISCA	78528	THE DISPATCH	12/30/09	UO NEWS PAPER	0	210.00
	ADMINISTRATION/FISCA	78591	QUILL CORPORATION	2147521	UO SUPPLIES	0	35.01
	ADMINISTRATION/FISCA	78591	QUILL CORPORATION	1974847	U O SUPPLIES	0	87.56
	ADMINISTRATION/FISCA	78591	QUILL CORPORATION	1969399	U O SUPPLIES	0	30.43
					Totals for account		433.00

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	CHECK NUMBER	CHECK VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
10E120 1110 3320 00 000000	MILLIKIN/ELEMENTARY/	78603	CARRIE SCHLINDWEIN	12/15/09	MILEAGE	0	72.00
					Totals for account		72.00
10E140 1110 4100 00 000000	SOUTHWEST/ELEMENTARY	78608	SPIEGEL, JENNIFER	12/22/09	COLLEGE COURSE	0	510.24
					Totals for account		510.24
10E200 1120 4100 09 000000	MIDDLE SCHOOL/MIDDLE	78619	VILLAGE MAYTAG	22206	MS HOME EC DEPT STOVES	0	1,716.00
					Totals for account		1,716.00
10E200 1120 4100 81 000000	MIDDLE SCHOOL/MIDDLE	78513	BILL'S MUSICAL INSTR	12/22/09	MUSIC	0	127.38
	MIDDLE SCHOOL/MIDDLE	78513	BILL'S MUSICAL INSTR	12/15/09	MS BAND REPAIR	0	263.96
					Totals for account		391.34
10E200 1510 3900 00 000000	MIDDLE SCHOOL/ATHLET	78524	CREATIVE IMAGES CENT	23502	MS WRESTLING POSTER ATHLETICS	0	70.00
					Totals for account		70.00
10E200 2410 3900 00 000000	MIDDLE SCHOOL/PRINCI	78560	IAASE IL ALLIANCE OF	12/15/09	REGISTRATION	0	175.00
					Totals for account		175.00
10E300 1130 3230 00 000000	HIGH SCHOOL/HIGH SCH	78562	IMAGETEK	T362130	HS REPAIR TO MICROFISCHE	0	310.00
					Totals for account		310.00
10E300 1130 3230 81 000000	HIGH SCHOOL/HIGH SCH	78513	BILL'S MUSICAL INSTR	12/24/09	HS BAND REPAIR	0	50.00
					Totals for account		50.00
10E300 1130 3900 81 000000	HIGH SCHOOL/HIGH SCH	78557	SUZY HEATON	12/23/09	BAND UNIFORM CLEANING BY PARENTS	0	216.69
					Totals for account		216.69
10E300 1130 4100 00 000000	HIGH SCHOOL/HIGH SCH	78514	BRADFIELD'S COMPUTER	411380	SMARTBOARD-KATHY GRIFFITH	3000091075	1,968.12
	HIGH SCHOOL/HIGH SCH	78581	OFFICE MACHINE CONSU	15292b	duplicator masters	0	506.60
	HIGH SCHOOL/HIGH SCH	78581	OFFICE MACHINE CONSU	15491A	HS INK FOR DUPLICATOR	0	314.39
					Totals for account		2,789.11
10E300 1130 4100 02 000000	HIGH SCHOOL/HIGH SCH	78527	DICK BLICK ART MATER	8082582	ART SUPPLIES	0	48.59
					Totals for account		48.59
10E300 1130 4100 50 000000	HIGH SCHOOL/HIGH SCH	78549	GUY E. TEMPLE INC.	51093	SUPPLIES	3000091039	126.90

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	CHECK NUMBER	CHECK VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
					Totals for account		126.90
10E300 1130 4100 81 000000	HIGH SCHOOL/HIGH SCH	78513	BILL'S MUSICAL INSTR	12/23/09	HS BAND MUSIC	0	48.18
	HIGH SCHOOL/HIGH SCH	78517	CENTRAL HIGH SCHOOL	12/23/09	BAND CONSORTIUM	0	500.00
					Totals for account		548.18
10E300 1400 3100 22 000000	HIGH SCHOOL/VOCATION	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	45.18
					Totals for account		45.18
10E300 1400 4100 09 000000	HIGH SCHOOL/VOCATION	78539	GENESEO SCHOOLS CAFE	12/15/09	FACS FOOD	0	97.08
					Totals for account		97.08
10E300 1400 4100 10 000000	HIGH SCHOOL/VOCATION	78568	KLAVINE MOTOR CO	12/15/09	SUPPLIES	0	38.40
	HIGH SCHOOL/VOCATION	78568	KLAVINE MOTOR CO	4811	HS INDUST TECH SUPPLIES	0	39.68
					Totals for account		78.08
10E300 1400 4100 10 322000	HIGH SCHOOL/VOCATION	78516	CAMERA CORNER	A1-786718	PROGRAM IMPROV GANT MONEY	0	859.94
					Totals for account		859.94
10E300 1500 3100 51 000000	HIGH SCHOOL/ATHLETIC	78550	HAMMOND-HENRY DIST	12/15/09	STRENGTH TRAINING	0	3,168.92
					Totals for account		3,168.92
10E300 1510 3900 00 000000	HIGH SCHOOL/ATHLETIC	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	33.47
					Totals for account		33.47
10E300 1510 4100 00 000000	HIGH SCHOOL/ATHLETIC	78540	GENESEO REPUBLIC	12/22/09	BBALL SEASON PASSES	0	197.90
	HIGH SCHOOL/ATHLETIC	78549	GUY E. TEMPLE INC.	51171	ATHLETIC SUPPLIES	0	263.50
	HIGH SCHOOL/ATHLETIC	78549	GUY E. TEMPLE INC.	51172	BBALL ATHLETICS	0	355.44
	HIGH SCHOOL/ATHLETIC	78549	GUY E. TEMPLE INC.	50998	FTBALL DECALS	0	73.78
					Totals for account		890.62
10E300 1700 3100 00 000000	HIGH SCHOOL/Driver's	78615	TURPIN CHEVROLET & O	12/15/09	DEC DRIVERS ED RENTAL	0	350.00
					Totals for account		350.00
20E000 2542 4100 00 000000	GENERAL/CUSTODIAL/SU	78518	CHICAGO STREET DECOR	509041	MILLIKIN JANITOR SUPPLIES	0	16.26
	GENERAL/CUSTODIAL/SU	78548	GREAT WESTERN SUPPLY	015701	JANITOR SUPPLIES	0	463.75
	GENERAL/CUSTODIAL/SU	78548	GREAT WESTERN SUPPLY	015566	JANITOR SUPPLIES	0	6,685.82
	GENERAL/CUSTODIAL/SU	78548	GREAT WESTERN SUPPLY	015683	JANITOR SUPPLIES	0	128.00
	GENERAL/CUSTODIAL/SU	78548	GREAT WESTERN SUPPLY	014280A	JANITOR SUPPLIES	0	43.95

ACCOUNT	ACCOUNT	CHECK	INVOICE	INVOICE	PO	
NUMBER	DESCRIPTION	NUMBER	VENDOR	NUMBER	DESCRIPTION	AMOUNT
20E000 2542 4100 00 000000	GENERAL/CUSTODIAL/SU	78548	GREAT WESTERN SUPPLY	015469	JANITOR TOWELS	0 454.00
	GENERAL/CUSTODIAL/SU	78548	GREAT WESTERN SUPPLY	015833	JANITOR SUPPLIES	0 414.75
	GENERAL/CUSTODIAL/SU	78548	GREAT WESTERN SUPPLY	016012	CREDIT ON FLOOR FINISHER	0 -650.00
					Totals for account	7,556.53
20E010 2540 3400 00 000000	ADMINISTRATION/OPER/	78511	AT& T MOBILITY	12/23/09	ADMIN I PHONES	0 526.24
	ADMINISTRATION/OPER/	78511	AT& T MOBILITY	12/22/09	JAMES I PHONE	0 301.93
	ADMINISTRATION/OPER/	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0 1,119.34
	ADMINISTRATION/OPER/	78617	US CELLULAR	12/31/09	CELL PHONES	0 718.87
					Totals for account	2,666.38
20E010 2540 4650 00 000000	ADMINISTRATION/OPER/	78523	CONSTELLATION ENERGY	12/22/09	DISTRICT GAS CHARGES	0 522.63
	ADMINISTRATION/OPER/	78579	NICOR GAS	12/22/09	ROODHOUSE GAS	0 108.67
					Totals for account	631.30
20E010 2540 4660 00 000000	ADMINISTRATION/OPER/	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0 370.82
	ADMINISTRATION/OPER/	78542	GENESEO MUNICIPAL UT	12/22/09	ROODHOUSE UTILITIES	0 94.70
					Totals for account	465.52
20E020 2540 3230 00 000000	BUILDING/OPER/MAINT/	78505	A-1 LOCKSMITH SERVIC	12/15/09	KEYS AND REPAIR	0 539.11
	BUILDING/OPER/MAINT/	78506	ADT SECURITY SYSTEMS	06551990	INSTALLATION OF SECURITY SYSTEM	0 1,065.00
	BUILDING/OPER/MAINT/	78525	CULLIGAN	12/15/09	REPAIR TO SOFTNER	0 166.32
	BUILDING/OPER/MAINT/	78582	OLDS BOILER & WELDIN	6292	BOILER REPAIR	0 325.00
	BUILDING/OPER/MAINT/	78615	TURPIN CHEVROLET & O	12/16/09	TRUCK REPAIR	0 194.98
					Totals for account	2,290.41
20E020 2540 3400 00 000000	BUILDING/OPER/MAINT/	78617	US CELLULAR	12/15/09	RANDY'S MAINT CELL PHONE	0 64.45
					Totals for account	64.45
20E020 2540 3700 00 000000	BUILDING/OPER/MAINT/	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0 2,434.59
	BUILDING/OPER/MAINT/	78542	GENESEO MUNICIPAL UT	12/22/09	ROODHOUSE UTILITIES	0 72.08
					Totals for account	2,506.67
20E020 2540 3900 00 000000	BUILDING/OPER/MAINT/	78522	CONRAD DISPOSAL SERV	12/30/09	JAN WASTE REMOVAL	0 950.00
	BUILDING/OPER/MAINT/	78529	EAGLE ENTERPRISES RE	12/15/09	RECYCLING	0 100.00
	BUILDING/OPER/MAINT/	78532	EMERICK PEST CONTROL	45184	PEST CONTROL	0 270.00
	BUILDING/OPER/MAINT/	78606	SIVCO WELDING	5306	MAINT LABOR	0 14.00
	BUILDING/OPER/MAINT/	78625	CONRAD DISPOSAL SERV	120409	NOV/DEC REMOVAL	0 1,900.00

ACCOUNT	ACCOUNT	CHECK	INVOICE	INVOICE	PO	
NUMBER	DESCRIPTION	NUMBER	VENDOR	NUMBER	DESCRIPTION	AMOUNT
					Totals for account	3,234.00
20E020 2540 4100 00 000000	BUILDING/OPER/MAINT/	78507	ALEXANDER LUMBER COM	12/15/09	MAINT SUPPLIES	0 128.56
	BUILDING/OPER/MAINT/	78508	AM SAN	2150437453	SKIRT BLADE MAINT	0 42.46
	BUILDING/OPER/MAINT/	78508	AM SAN	214196669	MICRO FILTERS	0 44.72
	BUILDING/OPER/MAINT/	78512	B & B LAWN EQUIPMENT	12/15/09	maint chains	0 116.00
	BUILDING/OPER/MAINT/	78518	CHICAGO STREET DECOR	509019	MAINT STAIN	0 132.58
	BUILDING/OPER/MAINT/	78521	COMMERCIAL WINDOW CO	336	SHADE	0 157.19
	BUILDING/OPER/MAINT/	78525	CULLIGAN	12/16/09	SOFTNER SALT	0 664.45
	BUILDING/OPER/MAINT/	78531	ECOLAB INSTITUTIONAL	1029121	LANUDRY SOAP	0 179.78
	BUILDING/OPER/MAINT/	78536	FASTENAL	73569	MAINT SUPPLIES	0 1,183.67
	BUILDING/OPER/MAINT/	78546	GRAINGER	9131895618	MAINT SUPPLIES	0 56.77
	BUILDING/OPER/MAINT/	78567	INTERSTATE BATTERIES	015381	BATTERIES	0 43.96
	BUILDING/OPER/MAINT/	78568	KLAVINE MOTOR CO	12/15/09	SUPPLIES	0 67.84
	BUILDING/OPER/MAINT/	78577	NAPA AUTO GENESEO	150558	BATTERY	0 151.64
	BUILDING/OPER/MAINT/	78577	NAPA AUTO GENESEO	150553	MAINT SUPPLIES	0 3.99
	BUILDING/OPER/MAINT/	78577	NAPA AUTO GENESEO	150688	MAINT THINNER	0 14.16
	BUILDING/OPER/MAINT/	78577	NAPA AUTO GENESEO	149762	MAINT SUPPLIES	0 4.61
	BUILDING/OPER/MAINT/	78577	NAPA AUTO GENESEO	150134	MAINT PARTS	0 1.88
	BUILDING/OPER/MAINT/	78588	PLUMBMASTER	0044493	PLUMBING SUPPLIES	0 540.12
	BUILDING/OPER/MAINT/	78590	PROBUILD	12/15/09	MAINT SUPPLIES	0 3,010.30
	BUILDING/OPER/MAINT/	78599	RJ INDUSTRIES	596	MAINT SUPPLIES	0 648.00
	BUILDING/OPER/MAINT/	78599	RJ INDUSTRIES	601	MAINT SUPPLIES	0 195.25
	BUILDING/OPER/MAINT/	78606	SIVCO WELDING	5307	MAINT	0 39.00
	BUILDING/OPER/MAINT/	78610	SPRINGFIELD ELECTRIC	S2806018.0	MAINT ELECTRICAL	0 116.96
	BUILDING/OPER/MAINT/	78610	SPRINGFIELD ELECTRIC	S2800305.0	MAINT ELECTRICAL	0 7.40
	BUILDING/OPER/MAINT/	78610	SPRINGFIELD ELECTRIC	S2806152.0	MAINT ELECTRICAL	0 27.53
	BUILDING/OPER/MAINT/	78610	SPRINGFIELD ELECTRIC	S2802630.0	MAINT ELECTRICAL	0 415.60
	BUILDING/OPER/MAINT/	78610	SPRINGFIELD ELECTRIC	S2797041.0	MAINT ELECTRICAL	0 55.60
	BUILDING/OPER/MAINT/	78610	SPRINGFIELD ELECTRIC	s2806018.0	maint supplies	0 26.00
	BUILDING/OPER/MAINT/	78610	SPRINGFIELD ELECTRIC	S2817815.0	MAINT SUPPLIES	0 252.00
	BUILDING/OPER/MAINT/	78612	STATE INDUSTRIAL PRO	94454939	MAINT SUPPLIES	0 2,333.95
	BUILDING/OPER/MAINT/	78612	STATE INDUSTRIAL PRO	94456450	MAINT SUPPLIES	0 700.36
	BUILDING/OPER/MAINT/	78614	TIMBERLYN LIGHTING M	24941	PARKING LOT LIGHT	0 567.53
	BUILDING/OPER/MAINT/	78616	UNIT STEP COMPANY	12/22/09	STEPS	0 220.00
					Totals for account	12,149.86
20E020 2540 4640 00 000000	BUILDING/OPER/MAINT/	78598	RIVER VALLEY COOPERA	3070	MAINT GAS	0 285.27
	BUILDING/OPER/MAINT/	78598	RIVER VALLEY COOPERA	3136	MAINT GAS	0 195.56

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	CHECK NUMBER	CHECK VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
20E020 2540 4640 00 000000	BUILDING/OPER/MAINT/	78598	RIVER VALLEY COOPERA	3182	MAINT GAS	0	387.27
	BUILDING/OPER/MAINT/	78598	RIVER VALLEY COOPERA	3286	GAS MAINT/SPEC ED GAS	0	823.54
	BUILDING/OPER/MAINT/	78602	STEVE SCHERER	12/23/09	GAS FOR MTG IN SCHOOL CAR	0	28.40
					Totals for account		1,720.04
20E020 2540 5400 00 000000	BUILDING/OPER/MAINT/	78548	GREAT WESTERN SUPPLY	015685	FLOOR SCRUBBER	0	5,400.00
					Totals for account		5,400.00
20E110 2540 3400 00 000000	ATKINSON/OPER/MAINT/	78559	HENRY COUNTY TELEPHO	12/15/09	TELEPHONE BILL	0	58.74
					Totals for account		58.74
20E120 2540 3400 00 000000	MILLIKIN/OPER/MAINT/	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	474.61
					Totals for account		474.61
20E120 2540 4650 00 000000	MILLIKIN/OPER/MAINT/	78523	CONSTELLATION ENERGY	12/22/09	DISTRICT GAS CHARGES	0	1,233.55
					Totals for account		1,233.55
20E120 2540 4660 00 000000	MILLIKIN/OPER/MAINT/	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0	2,323.01
					Totals for account		2,323.01
20E125 2540 4660 00 000000	MILLIKIN SOFTBALL FI	78542	GENESEO MUNICIPAL UT	12/23/09	MILLIKIN BASEBALL FIELD	0	24.00
					Totals for account		24.00
20E130 2540 3400 00 000000	NORTHSIDE/OPER/MAINT	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	389.94
					Totals for account		389.94
20E130 2540 4650 00 000000	NORTHSIDE/OPER/MAINT	78523	CONSTELLATION ENERGY	12/22/09	DISTRICT GAS CHARGES	0	1,276.70
					Totals for account		1,276.70
20E130 2540 4660 00 000000	NORTHSIDE/OPER/MAINT	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0	1,258.63
					Totals for account		1,258.63
20E140 2540 3400 00 000000	SOUTHWEST/OPER/MAINT	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	439.61
					Totals for account		439.61
20E140 2540 4650 00 000000	SOUTHWEST/OPER/MAINT	78523	CONSTELLATION ENERGY	12/22/09	DISTRICT GAS CHARGES	0	1,528.57
					Totals for account		1,528.57
20E140 2540 4660 00 000000	SOUTHWEST/OPER/MAINT	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0	2,022.03

ACCOUNT NUMBER	ACCOUNT DESCRIPTION	CHECK NUMBER	CHECK VENDOR	INVOICE NUMBER	INVOICE DESCRIPTION	PO NUMBER	AMOUNT
						Totals for account	2,022.03
20E200 2540 3400 00 000000	MIDDLE SCHOOL/OPER/M	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	884.42
						Totals for account	884.42
20E200 2540 4650 00 000000	MIDDLE SCHOOL/OPER/M	78523	CONSTELLATION ENERGY	12/22/09	DISTRICT GAS CHARGES	0	3,808.08
						Totals for account	3,808.08
20E200 2540 4660 00 000000	MIDDLE SCHOOL/OPER/M	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0	5,369.13
						Totals for account	5,369.13
20E300 2540 3400 00 000000	HIGH SCHOOL/OPER/MAI	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	1,830.58
						Totals for account	1,830.58
20E300 2540 4650 00 000000	HIGH SCHOOL/OPER/MAI	78523	CONSTELLATION ENERGY	12/22/09	DISTRICT GAS CHARGES	0	12,520.29
						Totals for account	12,520.29
20E300 2540 4660 00 000000	HIGH SCHOOL/OPER/MAI	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0	8,386.37
						Totals for account	8,386.37
20E350 2540 3400 00 000000	HIGH SCHOOL FACILITY	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	43.84
						Totals for account	43.84
20E350 2540 4650 00 000000	HIGH SCHOOL FACILITY	78523	CONSTELLATION ENERGY	12/22/09	DISTRICT GAS CHARGES	0	1,967.25
						Totals for account	1,967.25
20E350 2540 4660 00 000000	HIGH SCHOOL FACILITY	78541	GENESEO MUNICIPAL UT	12/24/09	MONTHLY UTILITIES	0	1,207.11
						Totals for account	1,207.11
20E900 2540 3400 00 000000	ROCK RIVER CO-OP ALT	78544	GENESEO TELEPHONE CO	12/15/09	TELEPHONE BILL	0	26.60
						Totals for account	26.60
20E900 2540 4650 00 000000	ROCK RIVER CO-OP ALT	78573	MID AMERICAN ENERGY	12/30/09	RR GAS	0	651.41
						Totals for account	651.41
20E900 2540 4660 00 000000	ROCK RIVER CO-OP ALT	78573	MID AMERICAN ENERGY	12/30/09	RR GAS	0	331.40
						Totals for account	331.40
30E000 5200 6100 00 000000	GENERAL/BOND PRINCIP	78509	AMALGAMATED BANK OF	12/22/09	BONDS	0	1,075,000.00

ACCOUNT	ACCOUNT	CHECK	INVOICE	INVOICE	PO	
NUMBER	DESCRIPTION	NUMBER	VENDOR	NUMBER	DESCRIPTION	AMOUNT
30E000 5200 6100 00 000000	GENERAL/BOND PRINCIP	78509	AMALGAMATED BANK OF	12/27/09	BONDS	0 210,000.00
					Totals for account	1,285,000.00
30E000 5200 6200 00 000000	GENERAL/BOND PRINCIP	78509	AMALGAMATED BANK OF	12/22/09	BONDS	0 66,980.00
	GENERAL/BOND PRINCIP	78509	AMALGAMATED BANK OF	12/27/09	BONDS	0 86,935.00
					Totals for account	153,915.00
40E000 2550 3100 00 000000	GENERAL/TRANSPORTATI	78570	RAY KUTZMAN	12/22/09	BUS STOP MONITOR	0 260.00
	GENERAL/TRANSPORTATI	78571	MARIMAN TRUCK TESTIN	0055	GREY CAR TESTING	0 25.00
	GENERAL/TRANSPORTATI	78583	SUSAN PERSAMPIERI	12/22/09	TRANSPORT OF STUDENT	0 140.00
	GENERAL/TRANSPORTATI	78617	US CELLULAR	12/31/09	CELL PHONES	0 37.84
					Totals for account	462.84
40E000 2550 3230 00 000000	GENERAL/TRANSPORTATI	78618	VERSTRAETE ELECTRIC	89157	OIL CHANGE FOR SPEC ED CAR	0 60.77
					Totals for account	60.77
40E000 2550 3300 00 000000	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	12/30/09	PEER TUTORING	0 1,752.88
	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	01/08/10	REG MISC TRIPS	0 1,821.48
	GENERAL/TRANSPORTATI	78586	PINKS' BUS SERVICE,	12/15/09	MONTHLY CONTRACT FEE	0 113,515.54
					Totals for account	117,089.90
40E000 2550 3310 00 000000	GENERAL/TRANSPORTATI	78569	SCOTT KUFFEL	12/22/09	TRANSPORTATION ISSUE	0 50.00
	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	01/03/10	SPECIAL ED RIDERS	0 2,535.28
	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	01/04/10	SPECIAL ED RIDERS	0 3,762.72
	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	01/05/10	SPECIAL ED	0 1,560.78
	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	01/06/10	ECE RIDERS	0 4,793.91
	GENERAL/TRANSPORTATI	78592	HEIDI RASTETTER	12/22/09	TRANSPORT OF STUDENT	0 240.00
	GENERAL/TRANSPORTATI	78611	STAHL, SCOTT	12/22/09	TRANSPORT OF STUDENT	0 173.25
					Totals for account	13,115.94
40E000 2550 3330 00 000000	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	01/10/10	MS ATHLETIC TRIPS	0 1,405.33
	GENERAL/TRANSPORTATI	78585	PINKS' BUS SERVICE,	10/09/10	ATHLETIC TRIPS	0 7,577.77
	GENERAL/TRANSPORTATI	78624	WIERSEMA CHARTER SER	12/22/09	ATHLETIC TRANSPORT	0 400.00
	GENERAL/TRANSPORTATI	78624	WIERSEMA CHARTER SER	12/25/09	ATHLETIC TRANSPORT	0 370.00
	GENERAL/TRANSPORTATI	78624	WIERSEMA CHARTER SER	12/27/09	ATHLETIC TRANSPORT	0 370.00
	GENERAL/TRANSPORTATI	78624	WIERSEMA CHARTER SER	12/15/09	ATHLETIC TRANSPORT	0 700.00
	GENERAL/TRANSPORTATI	78624	WIERSEMA CHARTER SER	12/16/09	BAND/ATHLETIC TRANSPORT	0 1,610.00
	GENERAL/TRANSPORTATI	78624	WIERSEMA CHARTER SER	12/18/09	ATHLETIC TRANSPORT	0 545.00
	GENERAL/TRANSPORTATI	78624	WIERSEMA CHARTER SER	12/20/09	ATHLETIC TRANSPORT	0 737.50

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						Totals for account	13,715.60
40E000 2550 4640 00 000000	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3253	1 BLENDED DIESEL	0	423.22
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3252	PREM DIESEL	0	423.22
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3178	PREM DIESEL	0	225.60
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3177	1 BLENDED DIESEL	0	225.60
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3133	PREM DIESEL	0	250.19
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3134	1 BLENDED DIESEL	0	250.19
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3321	MAINT GAS	0	429.00
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3100	BUS GAS	0	1,560.38
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3135	BUS GAS	0	1,850.89
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3179	BUS GAS	0	1,577.33
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3201	BUS GAS	0	994.50
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3238	BUS GAS	0	1,703.11
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3254	BUS GAS	0	2,042.21
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3285	BUS GAS	0	1,596.27
	GENERAL/TRANSPORTATI	78598	RIVER VALLEY COOPERA	3286	GAS MAINT/SPEC ED GAS	0	116.93
						Totals for account	13,668.64
40E110 2550 3310 00 000000	ATKINSON/TRANSPORTAT	78585	PINKS' BUS SERVICE,	12/31/09	EXCEL RIDERS	0	3,875.04
						Totals for account	3,875.04
40E900 2550 3300 00 000000	ROCK RIVER CO-OP ALT	78585	PINKS' BUS SERVICE,	01/02/10	ALTERNATIVE SCHOOL	0	1,237.86
						Totals for account	1,237.86
50E000 4120 2120 00 000000	GENERAL/PAYMENT FOR	78558	HENRY-STARK CO-SPEC.	12/17/09	SPECIAL ED IMRF	0	107.69
						Totals for account	107.69
50E000 4120 2130 00 000000	GENERAL/PAYMENT FOR	78558	HENRY-STARK CO-SPEC.	12/15/09	SPEC ED FICA	0	739.37
						Totals for account	739.37
50E000 4120 2140 00 000000	GENERAL/PAYMENT FOR	78558	HENRY-STARK CO-SPEC.	12/18/09	special ed medicare	0	620.92
						Totals for account	620.92
80E000 2363 3800 00 000000	GENERAL/Unemployment	78613	TALX UC EXPRESS	576323	UNEMPLOYMENT FEE	0	153.00
						Totals for account	153.00
80E000 2365 3800 00 000000	GENERAL/Risk Managme	78506	ADT SECURITY SYSTEMS	05443084	SECURITY CAMERA	0	183.33
	GENERAL/Risk Managme	78506	ADT SECURITY SYSTEMS	05443081	SECURITY CAMERA	0	548.67

ACCOUNT	ACCOUNT	CHECK		INVOICE	INVOICE	PO	
NUMBER	DESCRIPTION	NUMBER	VENDOR	NUMBER	DESCRIPTION	NUMBER	AMOUNT
80E000 2365 3800 00 000000	GENERAL/Risk Managme	78506	ADT SECURITY SYSTEMS	05443083	SECURITY CAMERAS	0	183.33
	GENERAL/Risk Managme	78506	ADT SECURITY SYSTEMS	12/19	SECURITY CAMERAS	0	183.33
	GENERAL/Risk Managme	78506	ADT SECURITY SYSTEMS	05443082	SECURITY CAMERAS	0	258.33
	GENERAL/Risk Managme	78589	PRECEDENCE, INC.	477	EMPLOYEE ASSISTANCE	0	403.75
					Totals for account		1,760.74
80E000 2367 3800 00 000000	GENERAL/Loss Prevent	78543	GENESEO POLICE DEPAR	09-1221	CROSSING GUARD BONUS	0	1,338.00
	GENERAL/Loss Prevent	78574	MILLER, TRACY, BRAUN, F	74772	CONSULTATION FEES	0	110.00
	GENERAL/Loss Prevent	78593	REGIONAL OFFICE OF E	2546	FINGERPRINTING	0	200.00
	GENERAL/Loss Prevent	78605	SIMPLEXGRINNELL LP	73299053	FIRE ALARM REPAIR	0	750.00
					Totals for account		2,398.00
80E000 2369 3800 00 000000	GENERAL/Legal Servic	78578	NASH, NASH & BEAN &	59473	LEGAL FEES	0	150.00
	GENERAL/Legal Servic	78600	ROBBINS, SCHWARTZ, N	12/22/09	LEGAL FEES	0	100.00
					Totals for account		250.00
90E000 2530 3100 00 000000	GENERAL/SITE & CONST	78580	NW MECHANICAL, INC.	618778	temperture controls	0	9,648.00
	GENERAL/SITE & CONST	78580	NW MECHANICAL, INC.	618779	TEMPERTURE CONTROLS	0	5,913.00
					Totals for account		15,561.00
90E000 2533 3100 00 000000	GENERAL/ARCHITECT SE	78595	RICHARD L. JOHNSON A	12/15/09	NS GEOTHERMAL PROJECT	0	2,450.00
	GENERAL/ARCHITECT SE	78595	RICHARD L. JOHNSON A	12/16/09	HS GREEHOUSE PROJECT	0	684.12
	GENERAL/ARCHITECT SE	78595	RICHARD L. JOHNSON A	12/20/09	HS PRESSBOX	0	824.12
	GENERAL/ARCHITECT SE	78595	RICHARD L. JOHNSON A	12/17/09	NS GEOTHERMAL PROJECT	0	6,586.65
					Totals for account		10,544.89
					Totals for checks		1,901,565.58

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION	0.00	0.00	180,547.35	180,547.35
20	OPER/BLDG/MAINT	0.00	0.00	86,741.03	86,741.03
30	DEBT SERVICE	0.00	0.00	1,438,915.00	1,438,915.00
40	TRANSPORTATION	0.00	0.00	163,226.59	163,226.59
50	IMRF	0.00	0.00	1,467.98	1,467.98
80	TORT FUND	0.00	0.00	4,561.74	4,561.74
90	FIRE PREVENTION & SAFETY	0.00	0.00	26,105.89	26,105.89
***	Fund Summary Totals ***	0.00	0.00	1,901,565.58	1,901,565.58

***** End of report *****

GENESEO CUSD #228

ED FUND

MONTH	FY08	FY09	FY10	FY10 - %
July	\$1,556,284.06	\$1,337,991.60	\$1,626,987.62	8.40%
August	\$1,183,570.52	\$1,118,799.77	\$1,230,947.52	6.36%
September	\$1,353,693.56	\$1,476,111.92	\$2,290,218.35	11.83%
October	\$1,401,626.02	\$1,634,466.39	\$1,418,586.86	7.33%
November	\$1,414,639.89	\$1,494,908.80	\$1,424,839.27	7.36%
December	\$1,492,981.33	\$1,525,458.38	\$1,419,791.87	7.33%
January	\$1,459,009.52	\$1,447,198.42		
February	\$1,439,520.59	\$1,374,338.33		
March	\$1,425,016.54	\$1,498,928.43		
April	\$1,517,786.26	\$1,540,673.59		
May	\$1,461,388.47	\$1,484,727.96		
June	\$1,439,347.13	\$1,512,652.55		
TOTAL	\$17,144,863.89	\$17,446,256.14	\$9,411,371.49	48.60%
BUDGET	\$17,705,542.00	\$18,333,322.00	\$19,363,385.00	

O/M FUND

MONTH	FY08	FY09	FY10	FY10 - %
July	\$133,584.57	\$194,238.64	\$159,854.80	6.59%
August	\$201,871.24	\$56,854.78	\$500,793.47	20.65%
September	\$82,776.58	\$132,172.29	\$107,585.91	4.44%
October	\$123,690.56	\$87,333.39	\$117,987.51	4.86%
November	\$97,786.90	\$380,317.75	\$108,576.85	4.48%
December	\$154,722.73	\$106,573.58	\$123,384.10	5.09%
January	\$103,395.29	\$123,909.53		
February	\$134,800.63	\$145,974.61		
March	\$120,740.32	\$119,157.38		
April	\$123,873.26	\$100,467.44		
May	\$353,642.79	\$152,656.00		
June	\$128,413.08	\$129,965.80		
TOTAL	\$1,759,297.95	\$1,729,621.19	\$1,118,182.64	46.10%
BUDGET	\$1,943,294.00	\$1,924,776.00	\$2,425,432.00	

GENESEO CUSD #228

TRANSPORTATION FUND

MONTH	FY08	FY09	FY10	FY10 - %
July	\$11,412.53	\$10,519.39	\$20,419.03	1.16%
August	\$25,184.72	\$2,085.03	\$634.09	0.04%
September	\$118,721.10	\$120,863.62	\$121,837.46	6.92%
October	\$170,428.34	\$206,383.38	\$181,575.13	10.32%
November	\$190,715.48	\$172,230.15	\$173,783.79	9.87%
December	\$168,765.14	\$159,378.74	\$167,037.19	9.49%
January	\$158,240.22	\$166,087.56		
February	\$177,304.77	\$161,911.58		
March	\$160,898.70	\$228,704.07		
April	\$142,993.35	\$120,461.19		
May	\$167,632.56	\$168,790.06		
June	\$214,102.24	\$175,053.40		
TOTAL	\$1,706,399.15	\$1,692,468.17	\$665,286.69	37.80%
BUDGET	\$1,752,950.00	\$1,824,000.00	\$1,760,168.00	

FUND 50 - IMRF/SS

MONTH	FY08	FY09	FY10	FY10 - %
July	\$30,499.56	\$35,939.88	\$37,856.85	4.20%
August	\$34,619.52	\$33,011.83	\$33,591.53	3.73%
September	\$48,715.45	\$46,958.87	\$50,848.02	5.65%
October	\$49,987.76	\$53,030.03	\$51,674.64	5.74%
November	\$54,284.34	\$52,666.25	\$52,076.18	5.78%
December	\$50,370.86	\$51,378.62	\$51,873.44	5.76%
January	\$43,381.14	\$42,856.70		
February	\$50,985.07	\$49,803.22		
March	\$49,460.90	\$52,425.69		
April	\$47,872.22	\$51,427.08		
May	\$52,431.81	\$54,911.09		
June	\$42,102.25	\$46,740.26		
TOTAL	\$554,710.88	\$571,149.52	\$277,920.66	30.87%
BUDGET	\$582,359.00	\$628,085.00	\$900,434.00	

FUND 90 - FIRE PREVENT./SAFETY

MONTH	FY08	FY09	FY10	FY10 - %
July	\$4,459.64	\$6,436.80	\$436,520.10	34.56%
August	\$1,006,709.81	\$10,356.14	\$18,169.00	1.44%
September	\$18,887.12	\$9,186.33	\$146,543.47	11.60%
October	\$208,013.05	\$20,985.00	\$333,193.24	26.38%
November	\$0.00	\$3,811.92	\$29,576.74	2.34%
December	\$7,175.00	\$15,750.00	\$39,838.16	3.15%
January	\$121,702.81	\$17,820.00		
February	\$3,203.69	\$10,987.40		
March	\$376.08	\$24,640.54		
April	\$0.00	\$81,774.03		
May	(\$232,000.00)	\$70,933.59		
June	\$0.00	\$32,040.61		
TOTAL	\$1,138,527.20	\$304,722.36	\$1,003,840.71	79.48%
BUDGET	\$1,340,570.00	\$373,500.00	\$1,263,000.00	

FUND 80 - TORT

MONTH	FY09	FY10	FY10 - %
July	\$314,149.32	\$323,541.80	64.72%
August	\$7,188.76	\$7,286.95	1.46%
September	\$28,358.33	\$3,817.18	0.76%
October	\$23,299.15	\$19,819.11	3.96%
November	\$25,946.24	\$19,799.55	3.96%
December	\$22,044.65	\$16,294.62	3.26%
January	-\$17,870.18		
February	\$29,434.85		
March	\$11,494.55		
April	\$7,626.57		
May	\$22,162.77		
June	\$13,718.83		
TOTAL	\$487,553.84	\$390,559.21	78.12%
BUDGET	\$517,350.00	\$499,931.00	

Account	Description	Jul. 1, 2009 Beginning Balance	Posted SBAA Cash Receipts	Posted SBAA Check Requests	Posted SBAA Journal Entry	Jan. 31, 2010 Ending Balance
95L100 8500 0000 00 000000	ADMIN FLOWER FUND	0.00	0.00	50.00	251.68CR	201.68CR
95L100 8501 0000 00 000000	CAFETERIA FLOWER FUND	0.00	0.00	93.34	217.99CR	124.65CR
95L100 8502 0000 00 000000	DONATION FUND	0.00	0.00	279.99	1,211.55CR	931.56CR
95L100 8503 0000 00 000000	H SHOEMAKER CD	0.00	0.00	0.00	93,000.00CR	93,000.00CR
95L100 8504 0000 00 000000	ELEM BOOK WK	0.00	0.00	0.00	973.48CR	973.48CR
95L100 8505 0000 00 000000	MILLIKIN CONVENIENCE	0.00	400.09CR	732.14	2,721.10CR	2,389.05CR
95L100 8506 0000 00 000000	MILLIKIN SOCIAL	0.00	2,274.26CR	1,258.17	1,079.16CR	2,095.25CR
95L100 8507 0000 00 000000	MILLIKIN STORE	0.00	0.00	0.00	3.67CR	3.67CR
95L100 8508 0000 00 000000	NORTHSIDE CONVENIENCE	0.00	1,028.55CR	264.55	3,030.04CR	3,794.04CR
95L100 8509 0000 00 000000	SOUTHWEST CONVENIENCE	0.00	724.26CR	709.78	1,569.82CR	1,584.30CR
95L100 8510 0000 00 000000	SOUTHWEST JEANS	0.00	828.00CR	0.00	568.47CR	1,396.47CR
95L100 8511 0000 00 000000	SAFE	0.00	160.00CR	127.47	1,187.92CR	1,220.45CR
95L100 8512 0000 00 000000	UNIT OFFICE CONVENIENCE	0.00	0.00	214.75	3,728.91CR	3,514.16CR
95L100 8513 0000 00 000000	INTEREST	0.00	76.30CR	3,130.16	33,509.02CR	30,455.16CR
Total Liability Accounts:		0.00	5,491.46CR	6,860.35	143,052.81CR	141,683.92CR
Total Liability Accounts:		0.00	5,491.46CR	6,860.35	143,052.81CR	141,683.92CR

***** End of report *****

Account	Description	Jul. 1, 2009 Beginning Balance	Posted SBAA Cash Receipts	Posted SBAA Check Requests	Posted SBAA Journal Entry	Jan. 31, 2010 Ending Balance
95L200 8101 0000 00 000000	6TH GRADE BAND FUND	0.00	587.72CR	661.78	220.48CR	146.42CR
95L200 8105 0000 00 000000	YEARBOOK	0.00	8,029.00CR	6,709.20	11,504.78CR	12,824.58CR
95L200 8120 0000 00 000000	BAND	0.00	6,050.50CR	4,931.35	1,203.32CR	2,322.47CR
95L200 8121 0000 00 000000	BUILDERS CLUB	0.00	1,548.83CR	923.06	425.01CR	1,050.78CR
95L200 8122 0000 00 000000	GENERAL FUND	0.00	6,998.12CR	1,594.07	1,790.17CR	7,194.22CR
95L200 8221 0000 00 000000	IMPACT FOOD	0.00	0.00	43.12	171.22CR	128.10CR
95L200 8224 0000 00 000000	INTEREST	0.00	44.95CR	0.00	0.00	44.95CR
95L200 8225 0000 00 000000	LIBRARY	0.00	3,964.23CR	4,565.96	2,402.14CR	1,800.41CR
95L200 8230 0000 00 000000	STUDENT SERVICES	0.00	58,285.36CR	45,301.65	11,784.61CR	24,768.32CR
95L200 8300 0000 00 000000	P.E.	0.00	0.00	0.00	1,130.06CR	1,130.06CR
95L200 8325 0000 00 000000	STUDENT COUNCIL	0.00	3,134.98CR	1,512.00	2,283.09CR	3,906.07CR
95L200 8326 0000 00 000000	6TH GRADE STUDENT SENATE	0.00	963.29CR	279.15	359.17CR	1,043.31CR
95L200 8327 0000 00 000000	TEACHER SERVICE	0.00	2,140.80CR	2,156.38	3,511.05CR	3,495.47CR
95L200 8335 0000 00 000000	VOCAL FUND	0.00	1,711.50CR	1,768.61	55.14CR	1.97
	Total Liability Accounts:	0.00	93,459.28CR	70,446.33	36,840.24CR	59,853.19CR
	Total Liability Accounts:	0.00	93,459.28CR	70,446.33	36,840.24CR	59,853.19CR

***** End of report *****

Account	Description	Jul. 1, 2009 Beginning Balance	Posted SBAA Cash Receipts	Posted SBAA Check Requests	Posted SBAA Journal Entry	Jan. 31, 2010 Ending Balance
95L300 8100 0000 00 000000	A C T	0.00	0.00	0.00	139.56CR	139.56CR
95L300 8105 0000 00 000000	YEARBOOK	0.00	26,275.43CR	4,743.03	2,225.12CR	23,757.52CR
95L300 8120 0000 00 000000	BAND	0.00	1,632.75CR	951.00	6,235.18CR	6,916.93CR
95L300 8130 0000 00 000000	CHEERLEADERS	0.00	0.00	0.00	2,138.65CR	2,138.65CR
95L300 8135 0000 00 000000	CHOIR	0.00	456.00CR	1,425.90	2,298.38CR	1,328.48CR
95L300 8143 0000 00 000000	CLASS OF 2009	0.00	0.00	0.00	0.00	0.00
95L300 8144 0000 00 000000	CLASS OF 2010	0.00	20.00CR	197.99	4,691.32CR	4,513.33CR
95L300 8145 0000 00 000000	CLASS OF 2011	0.00	7,696.00CR	3,192.00	187.05CR	4,691.05CR
95L300 8146 0000 00 000000	CLASS OF 2012	0.00	6,040.00CR	4,040.93	1,958.45CR	3,957.52CR
95L300 8147 0000 00 000000	CLASS OF 2013	0.00	30.00CR	0.00	0.00	30.00CR
95L300 8200 0000 00 000000	VOC CAREERS CLB	0.00	5,460.06CR	4,412.50	2,335.09CR	3,382.65CR
95L300 8205 0000 00 000000	CO-OP CLUB	0.00	3,937.44CR	65.81	2,299.44CR	6,171.07CR
95L300 8210 0000 00 000000	F.F.A.	0.00	4,523.12CR	4,273.12	48.49CR	298.49CR
95L300 8220 0000 00 000000	HEALTH CLUB	0.00	0.00	52.00	2,120.99CR	2,068.99CR
95L300 8225 0000 00 000000	LIBRARY	0.00	256.03CR	129.91	2,100.55CR	2,226.67CR
95L300 8230 0000 00 000000	STUDENT SERVICES	0.00	8,060.30CR	8,807.17	2,910.13CR	2,163.26CR
95L300 8230 0000 00 950005	STUDENT SERVICES	0.00	329.00CR	329.00	0.00	0.00
95L300 8245 0000 00 000000	IHSA SPEECH	0.00	0.00	0.00	40.00CR	40.00CR
95L300 8250 0000 00 000000	J K B	0.00	0.00	270.50	2,789.49CR	2,518.99CR
95L300 8255 0000 00 000000	JAZZ/SWING CHR	0.00	0.00	0.00	6,283.16CR	6,283.16CR
95L300 8260 0000 00 000000	KEY CLUB	0.00	14,284.47CR	3,549.96	1,697.74CR	12,432.25CR
95L300 8267 0000 00 000000	LIFE SKILLS	0.00	515.00CR	0.00	480.76CR	995.76CR
95L300 8285 0000 00 000000	MISCELLANEOUS	0.00	0.00	83.00	83.00CR	0.00
95L300 8285 0000 00 950001	MISCELLANEOUS	0.00	0.00	0.00	702.00CR	702.00CR
95L300 8285 0000 00 950002	MISCELLANEOUS	0.00	0.00	0.00	0.00	0.00
95L300 8285 0000 00 950003	MISCELLANEOUS	0.00	166.00CR	80.00	214.00CR	300.00CR
95L300 8285 0000 00 950004	MISCELLANEOUS	0.00	479.64CR	440.64	0.00	39.00CR
95L300 8285 0000 00 950006	MISCELLANEOUS	0.00	39.00CR	260.00	119.00CR	102.00
95L300 8285 0000 00 950007	MISCELLANEOUS	0.00	0.00	4,543.16	4,543.16CR	0.00
95L300 8285 0000 00 950008	MISCELLANEOUS	0.00	200.00CR	0.00	0.00	200.00CR
95L300 8285 0000 00 950009	MISCELLANEOUS	0.00	450.00CR	0.00	0.00	450.00CR
95L300 8285 0000 00 950010	MISCELLANEOUS	0.00	5.00CR	0.00	0.00	5.00CR
95L300 8285 0000 00 950011	MISCELLANEOUS	0.00	125.00CR	0.00	0.00	125.00CR
95L300 8287 0000 00 000000	MUSIC TRIP FUND	0.00	84,225.85CR	6,140.00	14.72CR	78,100.57CR
95L300 8295 0000 00 000000	MAPLETTES	0.00	0.00	0.00	185.28CR	185.28CR
95L300 8302 0000 00 000000	RADIO CLUB	0.00	340.00CR	341.24	591.65CR	590.41CR
95L300 8310 0000 00 000000	TROUPE	0.00	866.47CR	975.22	2,939.75CR	2,831.00CR
95L300 8315 0000 00 000000	STAGE FUND	0.00	2,269.29CR	2,139.19	15,296.21CR	15,426.31CR
95L300 8325 0000 00 000000	STUDENT COUNCIL	0.00	6,236.00CR	2,617.58	14.62CR	3,633.04CR

<u>Account</u>	<u>Description</u>	<u>Jul. 1, 2009</u> <u>Beginning Balance</u>	<u>Posted SBAA</u> <u>Cash Receipts</u>	<u>Posted SBAA</u> <u>Check Requests</u>	<u>Posted SBAA</u> <u>Journal Entry</u>	<u>Jan. 31, 2010</u> <u>Ending Balance</u>
95L300 8330 0000 00 000000	THESPIAN	0.00	0.00	110.00	740.18CR	630.18CR
95L300 8513 0000 00 000000	INTEREST	0.00	94.93CR	0.00	0.00	94.93CR
	Total Liability Accounts:	0.00	175,012.78CR	54,170.85	68,423.12CR	189,265.05CR
	Total Liability Accounts:	0.00	175,012.78CR	54,170.85	68,423.12CR	189,265.05CR

***** End of report *****

		Jul. 1, 2009	Posted SBAA	Posted SBAA	Posted SBAA	Jan. 31, 2010
Account	Description	Beginning Balance	Cash Receipts	Check Requests	Journal Entry	Ending Balance
95L301 8110 0000 00 000000	ATHLETIC	0.00	86,044.91CR	86,915.78	12,002.95CR	11,132.08CR
95L301 8513 0000 00 000000	INTEREST	0.00	10.54CR	0.00	0.00	10.54CR
Total Liability Accounts:		0.00	86,055.45CR	86,915.78	12,002.95CR	11,142.62CR
Total Liability Accounts:		0.00	86,055.45CR	86,915.78	12,002.95CR	11,142.62CR

***** End of report *****

General School Administration

Superintendent

Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities. The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by School Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the School Board, District employees, students, and the community. The Superintendent shall have a valid administrative certificate with the superintendent endorsement issued by the State Certification Board.

Evaluation

The School Board will evaluate the Superintendent's performance and effectiveness according to the terms contained in the Superintendent's employment agreement. A specific time should be designated for a formal evaluation session with all School Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits.

Compensation and Benefits

The School Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the School Board and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control.

Recruitment and Hiring

The Board of Education is responsible for the recruitment, selection and hiring of the Superintendent.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.46, 5/10-21.4, 5/10-23.8, 5/21-7.1, 5/24-11, and 5/24A-3.
23 Ill.Admin.Code §§1.310 and 29.130.

CROSS REF: 2:20 (Powers and Duties of the School Board), 2:130 (Board-Superintendent Relationship), 2:240 (Board Policy Development), 3:10 (Goals and Objectives)

Adopted By Board Action 12/04/1990
Amended By Board Action 06/02/1998
Amended By Board Action 12/12/2007
Amended by Board Action 04/16/2009
Amended by Board Action 01/14/2010

Operational Services

Incurring Debt

The Superintendent shall provide as early notice as possible to the School Board of the District's need to borrow money. The Superintendent or designee shall prepare all documents and notices necessary for the Board, at its discretion, to: (1) issue State Aid Anticipation Certificates, tax anticipation warrants, working cash fund bonds, bonds, notes, and other evidence of indebtedness, or (2) establish a line of credit with a bank or other financial institution. The Superintendent shall notify the State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law.

LEGAL REF.: 30 ILCS 305/2 and 352/1 et seq.
50 ILCS 420/
105 ILCS 5/17-16, 5/17-17, 5/18-18, and 5/19-1 et seq.

CROSS REF.: 4:10 (Fiscal and Business Management)

Adopted by Board Action 08/04/1998
Amended by Board Action 11/13/2008
Amended by Board Action 01/14/2010

Operational Services

Insurance Management

The Superintendent shall annually recommend an insurance program that provides the broadest and most complete coverage available at the most economical cost, consistent with sound insurance principles.

The insurance program shall include:

1. Liability coverage to insure against any loss or liability of the School District and the listed individuals against civil rights damage claims and suits, constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense costs, when damages are sought for negligent or wrongful acts allegedly committed in the scope of employment or under the Board's direction or related to any mentoring services provided to the District's certified staff members; School Board members; employees; volunteer personnel authorized by 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b; mentors of certified staff members authorized in 105 ILCS 5/21A-5 et seq. (new teacher), 105 ILCS 5/2-3.53a (new principal), and 2-3.53b (new superintendents); and student teachers.
2. Comprehensive property insurance covering a broad range of causes of loss involving building and personal property. The coverage amount shall normally be for the replacement cost or the insurable value.
3. Workers' Compensation to protect individual employees against financial loss in case of a work-related injury, certain types of disease, or death incurred in an employee-related situation.

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act, P. L. 99-272, ¶ 1001, 100 Stat. 222, 4980B(f) of the I.R.S. Code, 42 U.S.C. §300bb-1 et seq.
105 ILCS 5/10-20.20, 5/10-22.3, 5/10-22.3a, 5/10-22.3b, 5/10-22.3f, 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.
215 ILCS 5/
820 ILCS 305/.

Adopted by Board Action 02/05/1991
Amended by Board Action 10/06/1998
Amended by Board Action 11/13/2008
Amended by Board Action 01/14/2010

General Personnel

Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunities and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the School Board. All personnel decisions are made by the School Board, but only on the recommendation of the Superintendent. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the School Board's approval. No individual will be employed who has been convicted of a criminal offense listed in Section 5/10-21.9(c) of The School Code.

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database (when available) is performed on each applicant as required by State law. The Superintendent or designee shall notify an applicant if the applicant is identified in either database. The Board President will keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Teacher Certification Board, or any other person necessary to the hiring decision.

Each newly hired employee must complete an Immigration and Naturalization Service Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in Section 10-21.9 of The School Code or who falsifies, or omits facts from, his or her employment application or other employment documents.

Physical Examinations

New employees must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease, including tuberculosis. All physical fitness examinations and tests for tuberculosis must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination and tuberculin test performed no more than 90 days before submitting evidence of it to the School Board. All such employment tests are at the new employee's expense.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, or an advanced practice nurse who has a

written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The School Board will pay the expenses of any such examination.

Induction Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Induction is for all employees new to the building. A mentoring program will be for those employees new or just recent to the field of teaching.

Mentoring Program

The District's staff will provide a mentoring program for new employees who are new to the field of teaching. The intention of the mentoring program is to develop, support and retain the best new teachers. District administration will decide if the teacher needs to be part of mentoring or induction. Each teacher new to teaching will be involved in the mentoring program for a total of two school years. The mentoring program is to be aligned with the Illinois Professional Teaching Standards, content area standards, and applicable local school improvement and professional development plans, if any.

The mentoring program will address mentoring and support of the new teacher, professional development specifically designed to ensure the growth of the new teacher's knowledge and skills, and formative assessment designed to ensure feedback and reflection. The mentor's formative assessment is designed to ensure feedback and reflection, and will not be used in the new teacher evaluation.

Mentor teachers will demonstrate the best practices in teaching. The mentoring teacher may not directly or indirectly participate in the evaluation of a new teacher.

LEGAL REF.: 105 ILCS 5/21A-20

Americans with Disabilities Act, 42 U.S.C. §12112, 29 C.F.R. Part 1630.

Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.

105 ILCS 5/10-16.7, 5/10-5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/22-6.5, and 5/24-1 et seq.

Duldulao v. St. Mary of Nazareth Hospital, 483 N.E.2d 956 (Ill.App.1, 1985), *aff'd in part and remanded* 505 N.E.2d 314 (Ill., 1987).

Kaiser v. Dixon, 468 N.E.2d 822 (Ill.App.2, 1984).

Molitor v. Chicago Title & Trust Co., 59 N.E.2d 695 (Ill.App.1, 1945).

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:280 (Educational Support Personnel - Duties and Qualifications)

Adopted By Board Action 03/05/1991

Amended By Board Action 04/06/1999

Amended By Board Action 12/12/2007

Amended By Board Action 01/14/2010

Gorenz and Associates, Ltd.

Certified Public Accountants

*Thomas R. Peffer, CPA
Stephanie K. Ramsay, CPA*

*Tim C. Gistis, CPA
Russell J. Rumbold II, CPA*

December 18, 2009

Regulatory Basis Engagement

Board of Education and Administration
Geneseo Community Unit School District No. 228
209 S. College Street
Geneseo, IL 61254

We are pleased to confirm our understanding of the services we are to provide Geneseo Community Unit School District No. 228 for the year ended June 30, 2010. We will audit the financial statements of Geneseo Community Unit School District No. 228 as of and for the year ended June 30, 2010. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI) to accompany Geneseo Community Unit School District No. 228's financial statements. As part of our engagement, we will apply certain limited procedures to Geneseo Community Unit School District No. 228's RSI. These limited procedures will consist principally of inquiries of management regarding methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. Unless we encounter problems with the presentation of the RSI or with procedures relating to it, we will disclaim an opinion on it. The Illinois Municipal Retirement Fund-Schedule of Funding Progress is RSI that is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited. Supplementary information other than RSI also accompanies Geneseo Community Unit School District No. 228's financial statements. We will subject the supplementary information other than RSI to the auditing procedures applied in our audit of the financial statements and will provide an opinion on it in relation to the financial statements. Certain additional supplemental and statistical information is reported to the Illinois State Board of Education on the Annual Financial Report. This information will be subjected to limited procedures, but will not be audited.

We understand that the financial statements of Geneseo Community Unit School District No. 228 are presently prepared on the basis of accounting that demonstrates compliance with the regulatory basis prescribed by the Illinois State Board of Education (ISBE). In addition, the financial statements are prepared on the modified cash basis, which is an other comprehensive basis of accounting. Accordingly, our opinion will be limited to an expression of opinion as to the fairness with which the financial statements present assets, liabilities, and fund balances arising from cash transactions and the related statements of revenue received and expenditures disbursed. Such statements do not purport to present financial position or results of operations in conformity with generally accepted accounting principles.

Since the District has elected to use the regulatory basis of accounting as prescribed by ISBE, which is a restricted use report, and the District is required to provide this report along with the Data Collection Form to the Federal Audit Clearinghouse, we expect the opinion on your financial statements to read as follows:

In our opinion, because of the school district's policy to prepare its financial statements on the basis of accounting discussed in the previous paragraph, the financial statements referred to above do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of Geneseo Community Unit School District No. 228 as of June 30, 2010, or results of its operations for the fiscal year then ended.

However, in our opinion, the financial statements referred to above present fairly, in all material respects, the assets and liabilities arising from cash transactions of Geneseo Community Unit School District No. 228 as of June 30, 2010, and its revenue received and expenditures disbursed during the fiscal year then ended, on the basis of accounting described in Note # 1.

This opinion is considered by professional standards to be an “Adverse Opinion” because the financial statements do not conform to accounting principles generally accepted in the United States of America. The Illinois State Board of Education is aware that the issuance of an “Adverse Opinion” could present issues with the Federal Audit Clearinghouse, and in the past ISBE has worked with the U.S. Department of Education in resolving these issues. There is still the potential for delays and notices when Federal Audit Clearinghouse processes the District’s Data Collection Form as a result of this “Adverse Opinion”.

Audit Objectives

The objective of our audit is the expression of an opinion as to whether your financial statements are fairly presented, in all material respects, in conformity with the regulatory basis prescribed by the Illinois State Board of Education in relation to the modified cash basis of accounting and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended solely for the information and use of management, the body or individuals charged with governance, others within the entity, specific legislative or regulatory bodies, federal awarding agencies, and, if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, the Illinois State Board of Education’s *Guide to Auditing and Reporting for Illinois Public Local Education Agencies*, and will include tests of the accounting records, a determination of major program(s) in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinion on the financial statements or the Single Audit compliance opinions are other than unqualified for reasons other than the use of the regulatory basis of accounting, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or we are unable to form or have not formed an opinion, we may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for the financial statements and all accompanying information as well as all representations contained therein. Management is also responsible for preparation of the schedule of expenditures of federal awards in accordance with the requirements of OMB Circular A-133. As part of the audit, we will assist with preparation of a draft of your financial statements, schedule of expenditures of federal awards, and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements, schedule of expenditures of federal awards and related notes, and for accepting full responsibility for such decisions. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and the schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any non-audit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them. We will prepare the trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information into a working trial balance based on management’s chart of accounts.

Management Responsibilities (cont'd.)

Management is responsible for establishing and maintaining internal controls, including internal controls over compliance, and for monitoring ongoing activities, to help ensure that appropriate goals and objectives are met. You are also responsible for the selection and application of accounting principles; for the fair presentation in the financial statements of the respective financial position of Geneseo Community Unit School District No. 228 and the changes in financial position in conformity with the modified cash basis of accounting, which is an other comprehensive basis of accounting; and for federal award program compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for ensuring that management and financial information is reliable and properly recorded. Your responsibilities include identifying significant vendor relationships in which the vendor has the responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities also include adjusting the financial statements to correct material misstatements and confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud, or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review by the beginning of fieldwork at your office.

With regard to using the auditor's report, you understand that you must obtain our prior written consent to reproduce or use our report in bond offering official statements or other documents. Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to using electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Audit Procedures – General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Audit Procedures – General (cont'd.)

Because an audit is designed to provide reasonable, but not absolute assurance, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors. We have advised you of the limitations of our audit regarding the detection of fraud and the possible effect on the financial statements (including misappropriation of cash or other assets).

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

Audit Procedures – Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements, applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and OMB Circular A-133.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Geneseo Community Unit School District No. 228's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Geneseo Community Unit School District No. 228's major programs. The purpose of these procedures will be to express an opinion on Geneseo Community Unit School District No. 228's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Engagement Administration, Fees, and Other

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and a corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' report or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits. At the conclusion of the engagement, we will provide information to management as to where the reporting packages should be submitted and the number to submit.

We will also complete the Annual Financial Report (AFR) with appropriate signatures for submission to the Illinois State Board of Education, as well as copies for the District. Management is responsible for submission of the AFR to the Regional Office of Education by October 15, which will be transmitted to the Illinois State Board of Education as well.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

The audit documentation for this engagement is the property of Gorenz and Associates, Ltd. and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the Illinois State Board of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Governmental Accountability Office for purposes of a quality review of the audit, to resolve audit findings or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Gorenz and Associates, Ltd. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Illinois State Board of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

In the interest of facilitating our services to your District, we may communicate by facsimile transmission or by sending electronic mail over the Internet. Such communications may include information that is confidential to your District. Our firm employs measures in the use of facsimile machines and computer technology designed to maintain data security. While we will use our best efforts to keep such communications secure in accordance with our obligations under applicable laws and professional standards, we have no control over the unauthorized interception of these communications once they have been sent.

We expect to begin our audit on a mutually agreed upon time in July or August 2010 and to issue our report no later than October 15, 2010. Stephanie Ramsay is the engagement partner and is responsible for supervising the engagement and signing the report. Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, typing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$10,595. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not

2010 - \$ 10,595
 2009 - \$ 10,540
 2008 - \$ 9,850

Engagement Administration, Fees, and Other

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and a corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' report or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits. At the conclusion of the engagement, we will provide information to management as to where the reporting packages should be submitted and the number to submit.

We will also complete the Annual Financial Report (AFR) with appropriate signatures for submission to the Illinois State Board of Education, as well as copies for the District. Management is responsible for submission of the AFR to the Regional Office of Education by October 15, which will be transmitted to the Illinois State Board of Education as well.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

The audit documentation for this engagement is the property of Gorenz and Associates, Ltd. and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the Illinois State Board of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Governmental Accountability Office for purposes of a quality review of the audit, to resolve audit findings or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Gorenz and Associates, Ltd. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Illinois State Board of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

In the interest of facilitating our services to your District, we may communicate by facsimile transmission or by sending electronic mail over the Internet. Such communications may include information that is confidential to your District. Our firm employs measures in the use of facsimile machines and computer technology designed to maintain data security. While we will use our best efforts to keep such communications secure in accordance with our obligations under applicable laws and professional standards, we have no control over the unauthorized interception of these communications once they have been sent.

We expect to begin our audit on a mutually agreed upon time in July or August 2010 and to issue our report no later than October 15, 2010. Stephanie Ramsay is the engagement partner and is responsible for supervising the engagement and signing the report. Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, typing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$10,595. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not

Engagement Administration, Fees, and Other (cont'd.)

be encountered during the audit. Additionally, this fee is dependent on the timely delivery, availability, quality, and completeness of the information you provide to us. If the information you provide is not submitted in a timely manner or is incomplete or unusable, we reserve the right to charge additional fees and expenses for services required to correct the problem. If this occurs, we will contact your representative to discuss the matter and the anticipated delay in performing our services.

We reserve the right to suspend or terminate our work. If we elect to suspend or terminate our services, our engagement will be deemed to have been completed upon written notification, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of suspension or termination. You agree that we will not be responsible for your failure to meet government and other deadlines, or for any penalties or interest that may be assessed against you resulting from your failure to meet such deadlines.

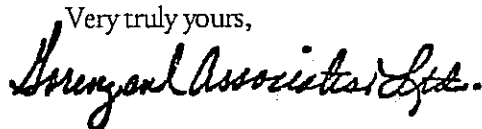
We reserve the right to withdraw from this engagement without completing the audit if you fail to comply with the terms of this engagement letter. If any portion of this agreement is deemed invalid or unenforceable, the finding shall not operate to invalidate the remainder of the terms set forth in this engagement letter.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our most recent peer review report accompanies this letter.

We appreciate the opportunity to be of service to Geneseo Community Unit School District No. 228 and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Gorenz and Associates, Ltd.
Certified Public Accountants

RESPONSE:

This letter correctly sets forth the understanding of Geneseo Community Unit School District No. 228.

By _____
Superintendent

Date _____

By _____
President, Board of Education

Date _____

Gorenz and Associates, Ltd.

Certified Public Accountants

*Thomas R. Peffer, CPA
Stephanie K. Ramsay, CPA*

*Tim C. Custis, CPA
Russell J. Rumbold II, CPA*

December 18, 2009

Regulatory Basis Engagement

Board of Education
Geneseo Community Unit School District No. 228
As Administrative District for
Rock River Alternative School
209 S. College Street
Geneseo, IL 61254

We are pleased to confirm our understanding of the services we are to provide Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School for the year ended June 30, 2010. We will audit the financial statements of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School as of and for the year ended June 30, 2010. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI) to accompany Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School's financial statements. As part of our engagement, we will apply certain limited procedures to Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School's RSI. These limited procedures will consist principally of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. Unless we encounter problems with the presentation of the RSI or with procedures relating to it, we will disclaim an opinion on it. The Illinois Municipal Retirement Fund-Schedule of Funding Progress is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited. Supplementary information other than RSI also accompanies Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School's financial statements and will be subjected to auditing procedures applied in our audit of the financial statements and will provide an opinion on it in relation to the financial statements. Certain additional supplemental and statistical information is reported to the Illinois State Board of Education on the Annual Financial Report. This information will be subjected to limited procedures, but will not be audited.

We understand that the financial statements of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School are presently prepared on the basis of accounting that demonstrates compliance with the regulatory basis prescribed by the Illinois State Board of Education (ISBE). In addition, the financial statements are prepared on the cash basis, which is an other comprehensive basis of accounting. Accordingly, our opinion will be limited to an expression of opinion as to the fairness with which the financial statements present assets, liabilities, and fund balances arising from cash transactions and the related statements of revenue received and expenditures disbursed. Such statements do not purport to present financial position or results of operations in conformity with generally accepted accounting principles.

Since the District has elected to use the regulatory basis of accounting prescribed by ISBE, which is a restricted use report and may be used by others, we expect the opinion on your financial statements to read as follows:

In our opinion, because of the District's policy to prepare its financial statements on the basis of accounting discussed in the previous paragraph, the financial statements referred to above do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School as of June 30, 2010, or results of its operations for the fiscal year then ended.

However, in our opinion, the financial statements referred to above present fairly, in all material respects, the assets and liabilities arising from cash transactions of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School as of June 30, 2010, and its revenue received and expenditures disbursed during the fiscal year then ended, on the basis of accounting described in Note # 1.

This opinion is considered by professional standards to be an "Adverse Opinion" on the financial statements because they do not conform to generally accepted accounting principles. The Illinois State Board of Education understands this and accepts it.

Audit Objective

The objective of our audit is the expression of an opinion as to whether your financial statements are fairly presented, in all material respects, in conformity with generally accepted accounting principles in relation to the cash basis of accounting and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the financial statements taken as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and the Illinois State Board of Education's *Guide to Auditing and Reporting for Illinois Public Local Education Agencies*, and will include tests of the accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements is other than unqualified for reasons other than use of the regulatory basis of accounting, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or we are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

We will also provide reports (that do not include opinions) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Governmental Auditing Standards*. This report will include a statement that the report is intended solely for the information and use of management and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Management Responsibilities

Management is responsible for the financial statements and all accompanying information as well as all representations contained therein. You are responsible for making all management decisions and performing all management functions; for designating an individual with suitable skill, knowledge, or experience to oversee our assistance with the preparation of your financial statements and related notes and any other nonattest services we provide; and for evaluating the adequacy and results of those services and accepting responsibility for them. We will prepare the trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information into a working trial balance based on management's chart of accounts.

Management is responsible for establishing and maintaining effective internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School, in conformity with U.S. generally accepted accounting principles in relation to the cash basis of accounting.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud, or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws and regulations.

Management Responsibilities (cont'd.)

As part of the audit, we will prepare a draft of your financial statements and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

With regard to using the auditor's report, you understand that you must obtain our prior written consent to reproduce or use our report in bond offering official statements or other documents.

Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Audit Procedures – General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable but not absolute assurance, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors. We have advised you of the limitations of our audit regarding the detection of fraud and the possible effect on the financial statements (including misappropriation of cash or other assets).

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

Audit Procedures – Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. However, during the audit, we will communicate to management and those charged with governance, internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School's compliance with provisions of applicable laws and regulations and the provisions of contracts and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Engagement Administration, Fees, and Other

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

We will also complete the Annual Financial Report (AFR) with the appropriate signatures for submission to the Illinois State Board of Education, as well as copies for the District. Management is responsible for submission of the AFR to the Regional Office of Education by October 15, which will be transmitted to the Illinois State Board of Education as well.

The audit documentation for this engagement is the property of Gorenz and Associates, Ltd. and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the Illinois State Board of Education. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Gorenz and Associates, Ltd. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the Illinois State Board of Education. The Illinois State Board of Education may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Illinois State Board of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

In the interest of facilitating our services to your District, we may communicate by facsimile transmission or by sending electronic mail over the Internet. Such communications may include information that is confidential to your District. Our firm employs measures in the use of facsimile machines and computer technology designed to maintain data security. While we will use our best efforts to keep such communications secure in accordance with our obligations under applicable laws and professional standards, we have no control over the unauthorized interception of these communications once they have been sent.

We expect to begin our audit at a mutually agreed upon time in July or August 2010 and to issue our reports no later than October 15, 2010. Stephanie Ramsay is the engagement partner and is responsible for supervising the engagement and signing the report. Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$2,995. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. Additionally, this fee is dependent on the timely delivery, availability, quality, and completeness of the information you provide to us.

If the information you provide is not submitted in a timely manner or is incomplete or unusable, we reserve the right to charge additional fees and expenses for services required to correct the problem. If this occurs, we will contact your representative to discuss the matter and the anticipated delay in performing our services.

We reserve the right to suspend or terminate our work. If we elect to suspend or terminate our services, our engagement will be deemed to have been completed upon written notification, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of suspension or termination. You agree that we will not be responsible for your failure to meet government and other deadlines, or for any penalties or interest that may be assessed against you resulting from your failure to meet such deadlines.

Engagement Administration, Fees, and Other (cont'd.)

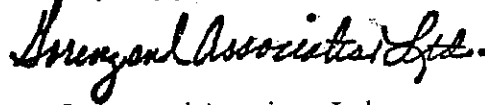
We reserve the right to withdraw from this engagement without completing the audit if you fail to comply with the terms of this engagement letter. If any portion of this agreement is deemed invalid or unenforceable, the finding shall not operate to invalidate the remainder of the terms set forth in this engagement letter.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our most recent peer review report accompanies this letter.

We appreciate the opportunity to be of service to Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Gorenz and Associates, Ltd.
Certified Public Accountants

RESPONSE:

This letter correctly sets forth the understanding of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School.

By _____
Superintendent

Date _____

By _____
President, Board of Education

Date _____

2010- \$2,995
2009- \$2,920
2008- \$2,730

Engagement Administration, Fees, and Other (cont'd.)


We reserve the right to withdraw from this engagement without completing the audit if you fail to comply with the terms of this engagement letter. If any portion of this agreement is deemed invalid or unenforceable, the finding shall not operate to invalidate the remainder of the terms set forth in this engagement letter.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our most recent peer review report accompanies this letter.

We appreciate the opportunity to be of service to Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Gorenz and Associates, Ltd.
Certified Public Accountants

RESPONSE:

This letter correctly sets forth the understanding of Geneseo Community Unit School District No. 228 as Administrative District for Rock River Alternative School.

By _____
Superintendent

Date _____

By _____
President, Board of Education

Date _____

Geneseo Senior High School Mission Statement

Geneseo High School is committed to helping all students develop their full potential and to preparing them to be independent, productive, and responsible citizens by offering an academic and extra-curricular program that meets the needs of all students and by providing an environment conducive to learning.

GRADUATION REQUIREMENTS FOR GENESEO SENIOR HIGH SCHOOL

42 credits are required for graduation.

Each semester every student must enroll in a minimum of 6 academic subjects including physical education. Exception: Students who are enrolled in COOP or STEP must enroll in a minimum of 5 academic subjects including physical education. Homework Assistance does not count as one of these 6 subjects.

Marching Band participants, grades 10 through 12, are eligible for a first quarter waiver from physical education. The sports P.E. waiver can only be used by Junior and Senior students. Students with a quarter P.E. waiver are required to enroll in a minimum of 5.5 credits during that semester. Freshmen and Sophomores are NOT ELIGIBLE for the P.E. waiver.

DEFINITION OF TERMS

Academic Subjects: All courses are academic subjects with the exception of homework assistance.

Credit: Credit is the numerical designation assigned for passing a course. The amount of credit is listed with each course in the course listing section of each department.

Elective: An elective is a subject not required for graduation. This may be advanced study in a required subject area or exploratory courses in a variety of departments.

Prerequisite: A prerequisite is a course taken or grade level achieved before a student is able to take a particular course. (i.e., Spanish I must be completed before Spanish II; a student must be a junior or senior before taking a certain course)

Required Course: A required course is any course necessary to meet specific requirements set for graduation by the State of Illinois and the Geneseo Board of Education.

REQUIRED COURSES FOR GRADUATION

Each pupil entering high school must, in addition to electives, successfully complete the following:

7 semesters	English	
1 semester	Speech 10	
4 semesters	Science	
6 semesters	Mathematics	
4 semesters	Social Studies--U.S. History (2 semesters), U.S. Government (1 semester), Social Studies elective (1 semester). Both the U.S. and Illinois Constitution tests must be passed in U.S. Government.	
2 semesters	Music, Art, Foreign Language, Vocational Education (one full year or any combination of two semesters will satisfy the requirement).	
1 semester	Health	
7 semesters	Physical Education	
1 or 2 semesters	Consumer Education (see selections below):	
	Business & Technology Concepts (2 semesters)	Economics (1 semester)
	Consumer Economics (1 semester)	Interior Design (1 semester)
	Managing Lifestyles (1 semester)	Interrelated COOP (2 semesters)
	Special Education	
	STEP(2 semesters)	Preparation for Careers (2 semesters)
	Orientation to Voc Ed (2 semesters)	Home Arts (2 semesters)
	Current Issues (1 semester)	
	The Consumer Education requirement may be fulfilled by passing the Illinois Consumer Education Proficiency test – see your HS counselor for testing dates.	

COURSE OFFERINGS

ENGLISH

English 9 Composition and Literature
Honors English 9 Composition and Literature
 English 10 Composition
 English 10/Speech
 Honors English 10 Composition
Literature and Communications
Literature Survey I/Composition
Literature Survey II
Writing and Communications
 Media Literacy
 Creative and Expository Writing
 Humanities – Our World from 1950 to Present
 *English 101 - Composition I
 *English 102 - Composition II
AP Language and Composition
AP Literature and Composition
 Advanced Speech

MATHEMATICS

Algebra I
Algebra IA
Algebra IB
Algebra II
Plane Geometry 085
 Basic Algebra 081
 Intermediate Algebra 090
Geometry
 Statistics
 Trigonometry
Pre-Calculus
Quality Core Pre-Calculus
AP Calculus

SCIENCE

Earth Science
Environmental Science
Biology
Quality Core Biology
Chemistry
Quality Core Chemistry
Human Anatomy & Physiology
Physics
AP Biology
AP Chemistry
AP Physics/Mechanics

SOCIAL STUDIES

U.S. History
Honors U.S. History
AP U.S. History
AP U.S. Government/Politics
 U.S. Government
 Honors U.S. Government
Honors World History
 Humanities - Our World from 1950 to Present
 World Problems
 Economics
 Sociology
 Social Studies in a Digital Age
 World History before 1350
 World History since 1350

FOREIGN LANGUAGE

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV	Spanish IV
AP French	AP Spanish

BUSINESS AND TECHNOLOGY

Accounting I
Business & Technology Concepts
 Computer Concepts Software Applications
 Computer Programming
 Information Processing A
 Consumer Economics
 Business Law
 Introduction to Business
Interrelated COOP
 Web Design

FAMILY AND CONSUMER SCIENCES

Studies in Family and Consumer Sciences
 Child Development
 Interior Design
Interrelated Coop
 Managing Lifestyles
 Foods & Nutrition I
 Foods & Nutrition II
 Parenting

AGRICULTURE

Intro. to Agriculture Industry
Science Applications in Agriculture (BSAA)
 Horticulture I, Science Propagation
 Horticulture II, Science of Landscaping
 & Floral Design
 Biotechnology
AgBusiness Management/Operations
Interrelated COOP

TECHNOLOGY

Drafting
 Energy Technology
 Introduction to Manufacturing- Woods
 Power & Transportation Technology
 Basic Welding MIG Welding
 Advanced Welding- Fabrication
Introduction to Radio Broadcasting
 Introduction to Metal Process
 Production Machining
 Introduction to Building Trades
Interrelated Coop

VISUAL ARTS

Art Foundations
 Drawing I
 Ceramics I
 Sculpture I
 Painting I
 Ceramics II
 Painting II
 Sculpture II
 Drawing II
 Graphic Arts

PERFORMING ARTS

Theatre I
 Theatre II
Freshman Chorale
Concert Choir
Junior/Senior Choir
Marching Band/Concert Ensemble
Fall Concert Band/ Concert Ensemble
AP Music Theory

PHYSICAL EDUCATION/HEALTH/ DRIVER EDUCATION

PE Lowerclass (9-10)
 PE Upperclass (11 – 12)
 Wellness (10 - 12)
 Advanced Wellness Early Bird (10 – 12)
 Health
 Driver Education/Physical Education

The Driver Education student must earn a minimum of 8 credits in the two semesters prior to taking driver education classroom. Students must have a Social Security card prior to taking classroom driver education.

SPECIAL EDUCATION

English I, II, III, & IV
Basic Math
Pre-Algebra/Basic Geometry
Practical Algebra
Independent Living Mathematics
U.S. History
 Geography
 Government
 Current Issues
Health
Home Arts
Life Skills English
Life Skills Math
Life Skills Science
Life Skills Social Studies
Orientation to Vocational Education I & II
Physical Education
Preparation for Careers I & II
Preparation for Technology
Homework Assistance
Literacy Lab 1
 Literacy Lab 2
Science
Practical Science
 Study Skills
Secondary Transitional Employment Program I & II
Survey of Industrial Technology

BLACK HAWK COLLEGE

*Psych 101 - Intro to Psychology Early Bird
 *Speech 101 - Principles of Speech
 *Soc 101 - Principles of Sociology
 *AG 131 - Soils and Soil Fertility
 ***Certified Nursing Assistant Early Bird**
 *WLD 10-102-103 Intro Arc welding
 *WLD 120 Intro to MIG Welding
 *These courses are available for both high school elective and Black Hawk College credit.

Classes shown in bold are year-long.

National Collegiate Athletic Association (NCAA)

Student athletes who are interested in qualifying for NCAA eligibility are encouraged to log on to the clearinghouse web site to view the accepted Geneseo High School (code 142015) core courses.

POLICY FOR WITHDRAWAL FROM A CLASS

Students may withdraw from a class only in the event of a computer error, level error, or incorrect placement in a class. Students must be enrolled in a minimum of six academic classes at all times. Exceptions to this include:

- A student with a quarter waiver from physical education for marching band.
- A student with a quarter sports waiver from physical education.
- A senior student enrolled in the Interrelated Coop or STEP program.
- IEP modification/504 modifications/RTI modifications

Within the first ten school days of the semester, parental permission is required for all course drops. In order to withdraw from a course after the first ten school days, a Course Withdrawal Form must be completed. Within the first two weeks of the semester, approved withdrawals can be made with no record of the drop on the student's transcript. From the end of the first two weeks to the end of the first nine weeks of the semester, a "Withdrawal" grade of "WP" or "WF" (pass or fail) will be noted on the student's transcript. Thereafter, the withdrawal will result in a "WF" on the final transcript.

TEXTBOOK FEES

Students are assessed an annual registration fee which covers most course fees, workbooks, etc., with the exception of \$50 Drivers' Education Behind the Wheel, Black Hawk College Dual Credit Course textbooks, tuition and fees, AP textbook, workbook and exam fees, etc. All fees are subject to change based upon Board of Education review.

REMEDIATION POLICY

Remediation is available for grades 9 and 10 in the core subject areas. Different methods are utilized in various departments.

REPEATING A CLASS

A student who passes the first semester of a required course, but fails the second semester, will repeat the first semester and retake the second semester for a grade. Past and current grades will be reflected on the official transcript, but the first grade will not be calculated in the GPA.

INCOMPLETE GRADES

A grade of incomplete will be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed to an "F" grade.

ADVANCED PLACEMENT

Advanced Placement courses are college level courses that could qualify the student for college credit following completion of the College Board AP exams. College professors and selected high school teachers from around the country will grade the AP exams. Many colleges and universities grant college level credit based on the AP exam scores.

All students enrolled in Advanced Placement courses are required to take the College Board Advanced Placement exams in May of the corresponding year. Advanced Placement courses are calculated on a weighted grading scale. Students who drop an AP class at anytime during the year, or who do not take the AP exam, will lose the weighted grade. Payment will be collected on exam days.

A complete course description for these courses is located in the English, math, science, social studies, fine arts and foreign language sections of this publication. Close examination of these materials is intended to show that AP classes are offerings that will enrich backgrounds and provide unique challenges not available in other courses.

AP exams are offered in different curricula in courses not offered at the high school. Students wishing to take those AP exams without the classroom experience may inquire with their counselor prior to second semester of their senior year.

HONORS COURSE OFFERINGS

Students enrolled in Honors (English, Mathematics, Science, Social Studies) are selected for these programs based on the recommendation of their teachers.

English Curriculum:	Honors English 9 Composition and Literature Honors English 10 Composition Advanced Placement Language and Composition Advanced Placement Literature and Composition
Mathematics Curriculum:	Quality Core Pre-Calculus AP Calculus
Science Curriculum:	Quality Core Biology AP Biology Quality Core Chemistry AP Chemistry AP Physics
Social Studies Curriculum:	Honors World History Honors United States History Honors U.S. Government AP United States History AP U.S. Government/Politics

PARTNERSHIP FOR COLLEGE AND CAREER SUCCESS (PCCS)

The PCCS degree is granted by a Community College and is a clearly defined course of study begun in high school to provide students the course work that will form the firm academic and technical foundation needed to build their futures. It provides students an opportunity to become part of the technically sophisticated workforce of the 21st century.

Throughout our school systems, college prep is a well-defined path of preparation for professional careers. The PCCS Degree program provides this same well-defined path of preparation for technically demanding skilled jobs of the future. Students have the option of continuing their education through college or entering the workforce at a variety of exit points. PCCS is a core program under which the various new and emerging workforce preparation initiatives are coordinated.

Partnership for College and Career Success is:

1. A State and Federal initiative designed to blend academic and vocational courses.
2. A planned sequence of courses for grades 9 – 14.
3. A work-based learning experience that may be provided by a business partnership.
4. A pathway to an occupation that has a favorable job outlook, requiring a two-year Associate Applied Science degree or a two-year apprenticeship from a community or technical college and has opportunities for above average wages and potential growth.

The following link is a source for academic course sequences that lead to a tech prep degree.

<http://www.dist228.org/careerpathways/charts.html>

Admission Recommendations for Colleges, Universities and Community College Transfer Programs*

Illinois Board of Higher Education Recommendations

English	4 years	8 credits
Mathematics	3 years	6 credits
Social Studies	3 years	6 credits
Science	3 years	6 credits
Foreign Language**	2 years	4 credits
Music, Art, Theatre, Humanities, Vocational Education		

Freshman Year

1. English
2. Math
3. Science
- ***4. Select two electives from the following areas:
foreign language, business, family and consumer
sciences, visual arts, performing arts, technology,
agriculture, world history.
5. P.E./Health

Sophomore Year

1. English/Speech 10
2. Math
3. Science
4. U.S. History
5. Select one elective from the following areas:
foreign language, business, family and consumer
sciences, visual arts, performing arts, technology,
agriculture.
6. P.E./Driver Education

Junior Year

1. English
2. Math
3. Science
4. Government/Social Studies elective
5. Select one elective from the following areas:
foreign language, business, family and consumer
sciences, visual arts, performing arts, technology,
agriculture.
6. P.E.

Senior Year

1. English
2. Social Studies
3. Select three electives from the following areas:
math, science, foreign language, business, family and
consumer sciences, visual arts, performing arts,
technology, agriculture.
4. P.E.

*Individual college requirements differ. Be sure to check with the college.

**Choice of electives will depend upon career options and specific course requirements of selected colleges. Students may also wish to check four-year course plans at [http://homepage.dist228.org/hscounseling/stories/storyReader\\$33](http://homepage.dist228.org/hscounseling/stories/storyReader$33)

***Some competitive colleges require two years of the same foreign language with a C or better for admission; most recommend foreign language. Many colleges will require foreign language in college. Check with your counselor for more information.

Earning credit for GHS courses does not guarantee placement in 100 and above level college courses.

STUDENT PROGRAM WORK SHEET

Please use this work sheet to indicate the courses you and your parents are interested in having you take for the next four years at the senior high school.

FRESHMAN YEAR

SOPHOMORE YEAR

1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Science
P.E./Health	P.E./Health	U.S. History	U.S. History
	Driver Ed (Older students)	P.E./Driver Ed.	P.E./Driver Ed.

JUNIOR YEAR

SENIOR YEAR

1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English
Government	Social Studies Elective	P.E.	P.E.
Math	Math		
P.E.	P.E.		

____ Consumer Education Course: (see page 1)

____ Music, Art, Foreign Language, Vocational Education (one full year or any combination of two semesters will satisfy the requirement.)

AGRICULTURE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Introduction to the Agricultural Industry	2	2	None
+Science Application in Ag (Ag Science)	2	2	None
+Horticulture I Science/Plant Propagation	1	1	Intro to Ag. Recommended Grades 10-12
+Horticulture II Landscape/Floral Design	1	1	Grades 10 - 12
*AgBusiness Management/Operations (Course offered odd years)	2	2	Grades 11 & 12 Intro to Ag. Recommended
*Biotechnology (Course offered even years)	1	1	Grade 11 – 12
Interrelated Cooperative Education – Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education – Work (Cons Ed Credit)	2	2	Grade 12

*These courses will be offered on an every other year basis. Example: The 2010 -2011 school year is an “even” year and 2011 – 2012 is an “odd” year.

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

Course Descriptions

Introduction to the Agricultural Industry: This course provides an overview of the Agriculture Industry, beginning with a study of the many career opportunities available and an introduction to the FFA organization. Other units of study include, but are not limited to, basic plant and soil science, animal science, agriculture mechanics, basic horticulture science, and agri-business management concepts. An SAE project will be established during the first semester and will be part of the grade second semester. Second semester will also include an electrical unit with hands-on building of electrical schematics.

Science Application in Agriculture (Ag Science): This one-year course begins with a study of soils (curriculum begins where soils unit in Introduction to Ag left off) and soil fertility (including a fertility project). The importance of technologies (such as GPS mapping) is emphasized. Plant propagation, germination, and genetics with an emphasis on midwestern crops are explored. The second semester starts with a unit on Biotechnology (history, genetics and uses) with a look at pre-veterinarian material, including large and small animals. The animals are examined (book and labs) in the areas of skeletal structure, digestive systems, reproductive systems, and general veterinarian terminology is used.

AgBusiness Management/Operations: Class material will include both Business Management and Operations aspects of the Agricultural Industry. Examples of business units might include cash flow, marketing, law, and making management decisions. Examples of Operations units might include batteries, filters, motors and engines. The operations units will utilize the shop area and equipment. This course will be offered in odd numbered school years such as 2011 - 2012.

Biotechnology: This semester course will include laboratory techniques including safety, sanitation, and replication. The units of study will include genetics, electrophoresis, microbiology, germ rescue, and microbe growth and manipulation. This course will be offered in even numbered school years such as 2010 - 2011.

Horticulture I Science/Plant Propagation: This semester class will focus on plant anatomy, basic fertility, and plant growth requirements. This course will also include propagation techniques (cutting, budding, layering, grafting, etc.) This course will use the greenhouse as a lab.

Horticulture II Landscape/Floral Design: This semester class will include the principles of landscape design, landscape exercises (will work with basic drafting equipment for completion). Floral design will include basic design principles, using silk and fresh floral material. Creating corsages and boutonnieres, centerpieces, and special holiday arrangements.

Interrelated Cooperative Education: Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

Note: Students in all agriculture courses are encouraged to participate in the related FFA activities.

BUSINESS AND TECHNOLOGY CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
+Accounting I	2	2	Grade 10, 11 or 12
*Business & Technology Concepts (Course offered even years, Cons Ed Credit)	2	2	Grade 9 – 12
Business Law	1	1	Grade 11 or 12
*Introduction to Business (Course offered odd years)	1	1	Grade 11 or 12
+Computer Concepts & Software Applications	1	1	Grade 9 – 12
Computer Programming	1	1	Grade 9 – 12 Passed Algebra I or teacher approval
Consumer Economics (Cons Ed Credit)	1	1	Grade 9 - 12
Interrelated Cooperative Education Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education Work (Cons Ed Credit)	2	2	Grade 12
Information Processing A	1	1	Grade 9 – 12 Computer Concepts or CS100
Web Design	1	1	Grade 9 - 12

*These courses will be offered on an every other year basis. Example: The 2010 -2011 school year is an “even” year and 2011 – 2012 is an “odd” year.

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

Course Descriptions

Accounting I: This will be an excellent beginning for anyone interested in moving on to study any form of business (Management, Marketing, Accounting, International Business, Business Administration, Operations Management, and all other business areas). The class will introduce students to learning experiences that develop initial and basic skills used in systematically computing, recording, verifying and maintaining numerical data involved in financial control. Frequent accounting computer applications also contribute to the students’ understanding of the aforementioned skills. Instruction also concentrates on basic fundamentals and terminology of accounting, career opportunities in the accounting field, keeping financial records and summarizing them for convenient interpretation by preparing financial reports. Mandatory practice sets with business papers will be used to emphasize actual business records management. Accounting practices involving a sole proprietorship (entrepreneur) organized as a service business, and a partnership organized as a merchandising business will be covered. This course will include such topics as sales tax, purchases, merchandise inventory, and payroll.

Business & Technology Concepts: This class is intended to bring the student in contact with a variety of knowledge from the business world. It covers such topics as economic principles, classifying business organizations, consumer roles in our economy, the interaction between government/business/consumers, business technology and business operations. Students are also given extensive exposure to personal finance, how to use credit, saving and investing and banking. Also, businessmen and women from a variety of industries will be invited as guest speakers so that the student is better able to determine their own career interests and start to pursue those interests (Consumer Education Credit). This course will be offered in even numbered school years such as 2010 - 2011.

Business Law: This is a one-semester course designed to teach students how business and personal law impacts not only business, but everyday living as well. It includes the study of actual court cases, the judicial system, torts, criminal law and the laws that affect contracts, sales, employment, insurance, landlord/tenant relationships and personal property. The course describes sources of the law and different classifications of substantive law. Learning will focus around a variety of activities including Internet research, debate, presentations, and case studies. Knowledge of business law is useful for all students because all students eventually assume roles as citizens, workers, and consumers in their communities and in society at large.

Introduction to Business: This semester long course is intended to introduce the student to basic business principles. Topics include business operations, small business management, technology for business decisions, careers in business, savings and investment strategies, and personal financial management. The students will also participate in the JA Titans program where they will learn about price, production, inventory, research and development, and charitable giving. Once the JA program is complete the students will compete in a business competition. This course will be offered in odd numbered school years such as 2011 - 2012.

Computer Concepts & Software Applications: This course is a one-semester introduction to computer operation and use. Instruction units will begin with individual units of database, spreadsheet, and email organization software applications. The students in this course will work with Windows and the Microsoft Office Package. Additional course work will include an introduction to Game Design using the Game Maker II software package.

Computer Programming: This semester class will give students an introduction to computer science and give them the basic knowledge of what computer programmers do. Students will learn how to write program code in a high level programming language in order to instruct the computer to perform tasks. Several different programming languages (Visual Basic 6.0, Visual Studio, C++, C# and Java) will be discussed but the primary language will be Visual Studio.

Consumer Economics: This specialized course is designed to prepare students to understand the values, needs, wants, goals, and resources that enable people to make wise decisions that contribute to a family’s financial stability and improve the quality of life. Consumer rights and responsibilities are discussed. Consumer practices and responsibilities are investigated and skills in planning for financial security are included. Opportunities abound for improving survival math skills, budgeting, buying/renting/leasing homes, and auto/home/health/life insurances within a global economy in a technologically changing world. Investigation of careers and the ways in which a choice of career affects the consumer his/her family, and the community in which they all live are also part of the Consumer Economics curriculum. It may be necessary for each student to subscribe to Consumer Economics or other practical application series (Consumer Education Credit).

Information Processing A: This one-semester course is a more in depth study of Microsoft Access & Excel. Additional course work will include a further examination of web design using DreamWeaver and Adobe Photoshop.

Interrelated Cooperative Education: Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students’ abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Business and Technology Curriculum Course Descriptions (continued)

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the COOP application. The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

Web Design: This semester class is designed to introduce students to web page design used by many professionals in the world today. Students will learn the importance of a good website and the design principles used to create one. Students will create several of their own websites using HTML, CSS, and Dreamweaver. Students will also use Photoshop to edit and create artwork and designs for their websites.

ENGLISH CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
English 9 Composition and Literature	2	2	Grade 9
Honors English 9 Composition and Literature	2	2	Grade 9, MS Teacher placement
English 10/Composition	1	1	Grade 10
English 10/Speech	1	1	Grade 10
Honors English 10/Composition	1	1	Grade 10**
Literature Survey I/Composition (American Literature)	2	2	Grade 11 or 12
Literature and Communication	2	2	Grade 11
Writing and Communication	2	2	Grade 12
Literature Survey II (British Literature)	2	2	Literature Survey I
AP Language and Composition	2	2	Grade 11, 12
AP Literature and Composition	2	2	Grade 11, 12
English 101 - Composition I (BHC & GHS credit)	1	1	Grade 12++
English 102 - Composition II (BHC & GHS credit)	1	1	Grade 12++
*Advanced Speech (Course offered even years)	1	1	Speech 10
Creative & Expository Writing	1	1	Grade 11, 12
Humanities – Our World from 1950 to Present	1	2	Grade 11, 12 GPA 3.0 or Teacher Signature
*Media Literacy (Course offered even years)	1	1	Grade 9 – 12

*These courses will be offered on an every other year basis. Example: The 2010 -2011 school year is an “even” year and 2011 – 2012 is an “odd” year.

**Entrance to the Honors Program in grade 10 will require the signature of the current English teacher.

++ See Course Description below for entry requirements

Grade 10 English will incorporate information from student PLAN test results.

A student with senior standing is eligible to make up a maximum of two English credits during his or her senior year through correspondence courses offered by American School with following stipulations:

- the registration form for American School must be obtained from your guidance counselor after successful completion of summer school.
- all fees are the responsibility of the parent and/or student.
- awarding of a high school diploma is dependent on receiving a final transcript from American School.
- the policy will not be used to enable early graduation.

Course Descriptions

English 9 Composition and Literature: This course is designed to improve students' communication and critical thinking skills with reading, writing, listening, speaking and vocabulary. Study skills will be emphasized throughout the course. In literature, the units of study include short stories, nonfiction, poetry, drama, and the novel. Composition units of study will include informal and formal communication through personal and academic writings. In addition, the students will enhance their listening, speaking and vocabulary skills through class discussion, oral presentations, and vocabulary activities.

Honors English 9 Composition and Literature: This course is similar in content to English 9 Composition and Literature but is designed for the accelerated student wanting to be challenged. Greater skills in writing, reading, speaking, listening, and vocabulary are expected for the advanced student. Analytical thought, elaboration, inquiry, and original expression are reinforced in the course content and activities.

English 10 Composition: This course is designed to focus on writing composition, using a variety of methods to improve students' critical thinking skills. The focus of the course is persuasive and expository writing. Six Traits of Writing are addressed as a system to evaluate student work. The novel *Night*, by Elie Wiesel and other readings will be used to model effective writing. Research skills are addressed including the use of library databases, the basics of MLA bibliography citations, and the identification of fact and opinion in source material.

Honors English 10 Composition: This is a semester course designed to further develop the rhetorical and literary analysis skills needed for those students preparing to take either AP course their junior and senior years. Writing emphasis is placed on thesis statements, organization patterns, and integrating outside material successfully into their own papers. MLA formatting is stressed.

English 10 Speech: This is a one-semester course designed to help the Sophomore student become a competent public speaker. Students learn organization and presentation techniques for a variety of public speaking situations. Practical speaking experiences such as the job interview and formal presentation are addressed.

Advanced Placement Language and Composition: AP Language offers students the opportunity to analyze works of both fiction and non-fiction for ideas and rhetorical structure. Students focus on close analysis of non-fiction texts from various authors and time periods, which serve as models for their own writing. Students write essays in the modes of analysis and argumentation. Students read considerably and write extensively, and their work is assessed using college-level AP standards. Independent reading and research is a major component of the course. All enrolled students are required to take the AP Language and Composition Exam at the end of the school year.

Requirements: Close reading and analysis of various texts is required during the summer prior to the course. **Prerequisite:** Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.

Advanced Placement Literature and Composition: Students will engage in careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. While reading, students should consider a work's structure, style and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. Readings in AP Literature and Composition are wide and deep. Students read works from several genres and periods. They read relatively few works in the course of the year, but they read them well. Students are taught to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how the meaning is embodied in literary form. In addition to considering a work's literary artistry, students consider the social and historical values it reflects and embodies.

Requirements: Close reading and analysis of various texts is required during the summer prior to the course. **Prerequisite:** Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.

English Curriculum Course Descriptions (continued)

Literature Survey I/Composition (American Literature): This full year course is designed for the student whose career path will require completion of a four-year or more college degree program. The challenging curriculum will prepare students for the writing and reading expected of a college student. The goal is to improve writing skills through the study of composition and to improve analytical skills through the study of American literature. Students become aware of the development of American literature and our most prominent writers. The study includes essays, poetry, short stories, drama, and novels. Several class novels are assigned. The mechanics of writing are emphasized, working from sentence structure to paragraph development, to a major research project. To receive credit for one semester in American Literature, a research project is required.

Literature and Communication: Literature and Communication is a two-semester course where the emphasis will be on developing reading and communication skills needed for success in the workplace, community college or technical school. Emphasis will be placed on critical reading and thinking skills. Preparation related to the COMPASS and other similar tests will be covered. To receive credit a research project is required.

Writing and Communications: Writing and Communications is a two-semester course where the emphasis will be on developing writing and communications skills needed for success in the workplace, community college or technical school. Emphasis will be placed upon the writing process, grammar, essays and other writing situations.

Literature Survey II (British Literature): This course coordinates with Literature Survey I/Composition and is designed for the student whose career path will require completion of a four-year or more college degree program. This course investigates the literature of Britain. Students read and respond to major and minor writers. The curriculum features a combination of genre study and chronological survey. Genre units include the epic, drama, poetry, and the novel. Historical periods include Anglo Saxon, Medieval, Renaissance, Victorian and Romantic literature. Assessment strategies emphasize literary analysis and critical thinking skills, including expository essay and creative writing. Students will have the opportunity to incorporate team building concepts and self-reflection into several projects. Students must complete Literature Survey I before taking this class.

English 101 Composition I:

Prerequisite: Qualifying ACT or COMPASS

English 101 is designed for students who are competent in the fundamentals of composition. Students will write essays using a variety of expository strategies and will apply standard techniques of documentation when appropriate. An exit exam will determine college credit.

English 102 Composition II:

Prerequisite: Successful completion of English 101

English 102, a continuation of English 101, is a required composition course that involves reading, discussion, and analysis of a body of literature to generate ideas for critical and persuasive papers, including one documented research paper.

Writing is an integral part of the course. Writing assignments are focused on critical analysis of literature and include expository, analytical, and argumentative essays and also, a documented research paper. While analytical essays make up the bulk of student writing, there are also creative assignments, which help students sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry.

English Elective Course Descriptions

***Advanced Speech:** This course is designed for the student who wants to further their knowledge of communication. Areas to be included are; Persuasion, debate, mass communication, ethics, interpretation, personal communication, and speech analysis. This course will be offered in even numbered school years such as 2010 - 2011.

***Media Literacy:** This course would acquaint students with the various methods, formats and intents of media. Historical information regarding the various media will be presented. Students in film, art, music, journalism, radio and the Internet will be approached with an emphasis on "students as consumer." Students will be engaged in a variety of group and solo presentations. Guests will be invited to speak on the various forms of media studied. This course will be offered in even numbered school years such as 2010 - 2011.

***Creative & Expository Writing:** The curriculum focuses on poetry writing, personal essays, and other topics of interest to students such as Op/Ed, satire, parody, etc. The course is designed for those students who seriously wish to improve their writing skills beyond the required English courses. It provides an opportunity to have a forum for publishing their written work.

*** Humanities – Our World from 1950 to Present:** As adults, we quickly realize how our current economy, social ideologies, and trends are a direct result of our recent history – a history many of our current population helped create. In "Our World 1950's – Present" we will look at the past sixty years as seen through the eyes of influential authors and historians. By focusing on both historical and cultural trends, students will better appreciate why their parents and grandparents view the world the way they do. The course will demand intensive reading, so students must be prepared and willing to explore a number of texts. Students will clarify their understanding of various units through projects, papers, and presentations. This class will meet during 2 periods a day with one being assigned to Early Bird.

***English Elective courses do not fulfill the English requirement.**

FAMILY AND CONSUMER SCIENCE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Studies in Family and Consumer Sciences (FACS)	2	2	Grade 9
Foods & Nutrition I	1	1	Grade 9 – 12
Foods & Nutrition II	1	1	Grade 9 - 12
+Child Development	1	1	Grade 10 - 12
+Parenting	1	1	Grade 10 - 12
Interior Design (Con Ed Credit)	1	1	Grade 11 - 12
Managing Lifestyles (Cons Ed Credit)	1	1	Grade 12
Interrelated Cooperative Education Class (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education Work (Con Ed Credit)	2	2	Grade 12

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

Course Descriptions

Studies in Family and Consumer Sciences (FACS): This year long course provides students with introductory information in the areas of foods and nutrition, clothing, parenting, gerontology, interior design, and career opportunities. Laboratory experiences, projects, guest speakers, computer programs, and field trips supplement class presentations and discussion.

Foods & Nutrition I: This course places emphasis on the selection and preparation of nutritious food. Units of study include but are not limited to methods of sanitation, herbs and their uses for creative cooking in appetizers, meats, pastry, cultural food experiences, celebration meals and entertaining. Food labs, computer projects and field trips enhance the classroom presentations.

Foods & Nutrition II: This course emphasizes the selection and preparation of nutritious foods and how our bodies use this food to maintain a healthy weight. Units of study include but are not limited to nutrients, soups & salads, yeast breads, eating disorders & careers. Computer searches, guest speakers and food labs supplement the classroom instruction.

Child Development: This course helps students gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from conception through adolescence. Course content centers around: history of child development, care during the prenatal period, birthing methods, growth stages, language development, health and safety standards, meeting developmental needs, human relations skills, and evaluation of family and career changes in relation to the impact on children. Up-to-date topics, information related to careers in childcare, guest speakers, and field trips are incorporated throughout the course.

Parenting: This course is designed to help students examine the decision to become a parent and the responsibilities, satisfactions, and stresses of parenthood. Many types of parenting situations are examined and various types of parenting crises are emphasized. Stress prevention and management techniques are presented. The work of community agencies that help parents deal with various types of crises are explored. Attention is given to the needs of teenage parents and to the importance of readiness for parenthood. Guest speakers, computer programs, and projects supplement class presentations and discussions.

Interior Design: This semester course provides students with information in the areas of history of interior decoration, elements and principles of design, floor plans, furniture arrangement, kitchen planning, floor coverings, wall treatments, windows and window treatments, lighting, and visual enrichment including accessories. Relation to socio-economic factors, trends, personal tastes, physical needs and limitations, and psychological needs are emphasized. Many projects, field trips, guest speakers, and computer programs are incorporated throughout the class (Consumer Education Credit).

Managing Lifestyles: Responsible participation as adults in the home, community, and workplace is the direction of this course. Areas covered include clothing care (laundry), food preparation and nutrition, parenting, communication skills, goal setting, responsible decision-making, career readiness, using available resources, banking, credit, budgeting, insurance, income taxes, housing, automobiles, and purchasing appliances. This class places high emphasis on teamwork, interpersonal skills, and higher order thinking skills. Various labs, field trips, guest speakers, computer programs, and projects are utilized throughout the course (Consumer Education Credit).

Interrelated Cooperative Education: Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students and coordinator. Occupational task lists form the basis for training plans. The coordinator, student and employer assume compliance with federal, state and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on the occupational task list (Consumer Education Credit).

FOREIGN LANGUAGE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
French I	2	2	Grades 9 - 12
French II	2	2	French I
French III	2	2	French II
French IV	2	2	French III
Spanish I	2	2	Grades 9 - 12
Spanish II	2	2	Spanish I
Spanish III	2	2	Spanish II
Spanish IV	2	2	Spanish III
AP Spanish	2	2	Spanish III and current teachers' signature
AP French	2	2	French III and current teachers' signature

Special Course Requirements: Students should review admission requirements in foreign language at the college or university of their choice.

It is strongly recommended that students enrolling in Spanish I or French I earn a grade of C- or better in their previous semester of English. It is essential students have an understanding of the English language, be able to memorize, and possess good study skills. Students are strongly encouraged to take language study in consecutive years. If a student fails a semester of foreign language, they may not continue without repeating the failed semester.

Course Descriptions

French I: French I is designed to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Much emphasis is placed on vocabulary, elementary French grammar, and expressions of contemporary spoken French. In addition, the course is based on the premise that language cannot be separated from culture; therefore, in each lesson students will be exposed to up-to-date, authentic information about the French-speaking world. The situational topics of each lesson deal with themes and lifestyles to which young people can relate, as well as topics relating to adult life. Students are required to memorize new vocabulary words and to spell them correctly in French. Testing consists of frequent quizzes as well as chapter tests.

French II: French II allows students to continue to develop their four basic language skills and cultural awareness. Students will build upon knowledge and structures learned in French I, with continued emphasis on vocabulary. Further independence is developed in oral and written activities. Greater emphasis is placed upon the reading and writing aspects of the French language. Communicative proficiency will continue to be expanded in order to be able to function in a French-speaking culture. Students will also learn about the history of France.

French III: French III offers continued practice in the four basic skills: listening, speaking, reading, and writing. Additional advanced concepts are presented through readings and dialogues. Exercises in the textbook are used to expand developmental reading and writing. Speaking and listening skills are developed through classroom discussions of the reading material as well as through mutual topics of interest. Much of the class is conducted in French. Cultural awareness is continued by studying customs and traditions of the French-speaking world and French history.

French IV: In French IV, the student's knowledge of the French language and French culture will become mature and refined. Continued practice is offered in the four basic language skills. Advanced grammatical and conversational proficiencies are developed through narratives, dialogues, skits, literature, free composition, and discussions. Students are encouraged to speak French as often as possible, as most of the class is conducted in French. Several cultural units will be included as well as keeping a daily journal periodically during the year. An art history unit will include research on French artists and the influence they have had on French culture.

AP French: AP French utilizes all of the student's previous language learning to develop the use of French for active communication in speaking, comprehending, reading and writing. Students will practice speaking through situational dialogues, telling stories and responses to direct questions. Students will read a variety of material in French and write compositions in French. Narratives, dialogues and lectures will be presented so that students will develop comprehension of spoken French. Materials related to French culture will also be included. The course will prepare the student in the four areas tested on the Advanced Placement French Language Exam (listening, reading comprehension, speaking and expository writing).

Spanish I: Spanish I is designed to enable students to attain a measurable degree of communicative proficiency in each of the four language skills: listening, speaking, reading, and writing. In addition, the course is based on the premise that language cannot be separated from culture; therefore, in each lesson students will be exposed to up-to-date, authentic information about the Spanish-speaking world. The situational topics of each lesson deal with themes and lifestyles that young people can relate to, as well as topics relating to adult life. The lessons are presented by the teacher and reinforced by native speakers on tape. Videos are shown periodically to enhance awareness of cultural themes. Students are required to memorize new vocabulary words and to spell them correctly in Spanish. Testing consists of frequent quizzes as well as chapter tests.

Spanish II: Spanish II allows students to continue to develop their language skills and cultural awareness. Students will build upon knowledge and structures learned in Spanish I. Further independence is developed in oral and written activities. An increased emphasis is placed on the reading and writing skills. The lessons are presented by the teacher and reinforced by native speakers on tape. Videos are shown periodically to enhance awareness of cultural themes. Students continue to memorize new material and will have frequent quizzes and tests.

Spanish III: Spanish III offers students continued practice in reading, writing, speaking and listening in the target language. Students will learn the vast majority of verb tenses at this level and will have the opportunity to apply their knowledge of these tenses in reading, writing, listening and speaking activities from the textbook. Tests and quizzes will be given in order to assess students knowledge of advanced vocabulary and grammatical concepts. Students will begin to become more proficient in the language with increased speaking activities. Cultural awareness will be strengthened through the study of literary works, customs and traditions of the Hispanic world.

Spanish IV: The Spanish IV course offers students the opportunity to further develop their skills in listening, speaking, reading and writing. The college level text that is used gives the student review and practice of previously learned grammar and also provides additional vocabulary and advanced usage. The text covers a variety of cultural topics utilizing authentic literature, as well as selections about art and music. Students will be expected to use the language more and with greater proficiency.

AP Spanish: The AP Spanish course utilizes all of the student's previous language learning to develop the use of Spanish for active communication in speaking, comprehending, reading and writing. Students will practice speaking by situational dialogues, telling stories, and responses to direct questions. Students will read a variety of material in Spanish and write compositions in Spanish. Narratives, dialogues, and lectures will be listened to in order to develop comprehension of spoken Spanish. Materials related to Hispanic culture will be included. The course will prepare the student in the four skills areas of listening, speaking, reading comprehension, and expository writing which are tested on the Advanced Placement Spanish Language Exam.

MATHEMATICS CURRICULUM

Course Titles	Semester(s)	Credit(s)	Prerequisites
*+Algebra	2	2	Pre-Algebra, MS Teacher placement
Algebra IA	2	2	Pre-Algebra, MS Teacher placement
Algebra IB	2	2	Algebra IA
Plane Geometry 085	2	2	Algebra I or Algebra IA & IB
Basic Algebra 081	1	1	Teacher placement
Intermediate Algebra 090	1	1	Teacher placement
** Geometry	2	2	Teacher placement
** Algebra II	2	2	Geometry or Teacher placement
Statistics	1	1	Geometry or Plane Geometry 085 with Teacher placement
Trigonometry	1	1	Geometry or Plane Geometry 085 with Teacher placement
Pre-Calculus	2	2	Algebra II and Geometry
Quality Core Pre-Calculus	2	2	Placement based on Plan Scores
AP Calculus	2	2	Pre-Calculus

*Students who are failing at end of first quarter will be placed in Algebra IA (Based on recommendation of teacher).

** Geometry or Algebra II with Algebra IA & IB prerequisite requires a final grade of B or better for enrollment.

+Algebra I taken in 8th grade does not fulfill the high school graduation requirement.

Course Descriptions

Algebra IA: This course is the first course of a two-year course of study that will cover connections of earlier mathematics courses to algebra, properties of real numbers, solving of linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations, radicals and connection to geometry. Placement is based on grades in the student's previous math course.

Algebra IB: This course is the second course of a two-year study that will cover the connections of earlier mathematics courses to algebra, properties of real numbers, solving of linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations, radicals and connection to geometry. This course is designed for students who cannot take the rigor of a regular Algebra I class and/or have the recommendation of their teacher.

Algebra I: This course covers operating with real numbers, real number properties, solving equations in one variable, translating word problems into equations including fraction, decimal, percent, ratio, and motion problems, graphing inequalities, disjunction, conjunctions, and linear equations, simplifying and operating with polynomials, rational expressions, and radicals, factoring polynomials, solving systems of linear equations and quadratic equations. Placement is based on Middle School grades from the student's Pre-Algebra class.

Geometry: This course is intended for students who have successfully completed one year of algebra. It takes an axiomatic approach focusing on the language of geometry, logic, parallelism, triangles congruence, inequalities, and right triangle relationships polygons, circles, similarity, area and volume of plane and solid figures, and coordinate geometry. This course qualifies as a college preparatory class.

Algebra II: This two-semester course is a second year Algebra course. Algebra I will be briefly reviewed. This course will be an extension of basic algebraic properties and techniques including real number properties of polynomials, factoring, rational expressions, logarithm, and exponents, trigonometry, first and second-degree equations and inequalities, functions, and graphing. There will be a greater emphasis on problem solving.

Plane Geometry 085: This course is a two-semester course where the emphasis will be on a less algebraic approach to geometry. Topics to be covered will be the same as a standard geometry course such as point, line, plane, segments, triangles, polygons, circles, and coordinate plane. Math 085 - Introductory Geometry includes construction techniques, congruency, angles and triangles, similar polygons, parallel lines and planes, areas and volume, logic, and formal proofs. This course is designed for students who did not perform well in Algebra I.

Basic Algebra 081: Introductory algebra includes sets, properties of real numbers, operations with rational and irrational numbers, monomials and polynomials, basic factoring, solving first and second degree equations, and an introduction to linear and quadratic functions and their graphs.

Intermediate Algebra 090: This is an extension of basic algebraic properties and techniques which includes real number properties, polynomials, factoring, rational expressions, logarithm, and exponents, first and second degree equations and inequalities, functions, and graphing.

Statistics: This is a one-semester course designed to provide an introductory study of statistics and probability applied to areas of sociology, business, economics, education, medicine, and mathematics. Students will learn the language of statistics and apply statistics techniques to practical applications.

Trigonometry: This is a one-semester course designed to build a solid foundation of trigonometric skills and concepts. It will include the study of the six trigonometric functions and their identities and the use of right triangle trigonometry to solve application problems. Students will also graph the functions using rectangular and polar coordinates.

Pre-Calculus: This math course covers advanced topics in mathematics, which will be used in various areas of study. Topics included in this course are: functions and relations of polynomials, trigonometric identities and functions, matrices, complex numbers, parametric and polar coordinates. Students who plan to enter a mathematics intensive curriculum in college should plan to take pre-calculus.

Quality Core Pre-Calculus: This course will provide students an opportunity to extend their knowledge and look deeper into the topics needed for Calculus AB. We will be able to look at proofs both algebraically and integrating analytical geometry. The class will move at a faster pace than pre-calculus, not only covering more topics, but exploring the ones already covered in a deeper fashion, discussing why mathematical systems work instead of just how they work. The class will conclude with an introduction to limits, derivatives, and integration, enabling students to move into the calculus with more ease. There will be a .5 weighted grade assigned to the GPA of this class.

Math Course Description (Continued)

AP Calculus: This course covers the mathematics of change and motion. It consists of a review of analytic topics needed for calculus such as functions, maximum and minimum slope. Limits and rate of change are used to develop the derivative and its use. First and second derivatives are used as aids in graphing functions. Integration of functions is developed for polynomial and trigonometric forms. Next, applications of integration in finding areas, volumes, centers of gravity and surfaces of revolution are covered. Work is done on other special calculus functions. This course prepares students for the college AP exam that is taken in the spring.

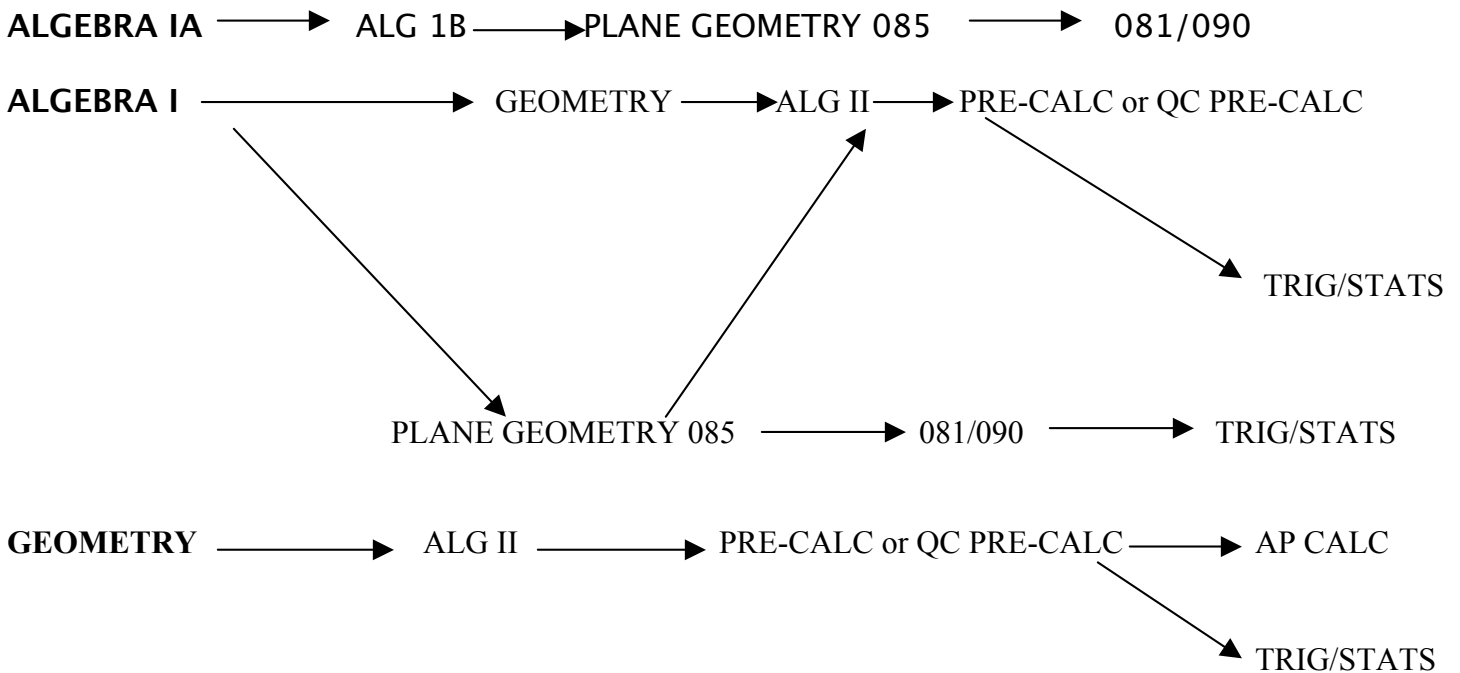
Math Elective

This math elective for 9th, 10th, and 11th grade students must be taken concurrently with a math course that satisfies the Geneseo High School math graduation requirement. Math electives for 12th grade students are available only after satisfying the third year math credit requirement or concurrently with another class in the math curriculum.

Course Title	Semester	Credit	Prerequisite
Computer Programming	1	1	Grade 9 – 12, Passed Algebra I or teacher approval. Concurrent enrollment in math.

Computer Programming: This semester class will give students an introduction to computer science and give them the basic knowledge of what computer programmers do. Students will learn how to write program code in a high level programming language in order to instruct the computer to perform tasks. Several different programming languages (Visual Basic 6.0, Visual Studio, C++, C# and Java) will be discussed but the primary language will be Visual Studio.

MATHEMATICS DEPARTMENT FLOW CHART



PHYSICAL EDUCATION, HEALTH, AND DRIVER EDUCATION CURRICULUM

Course	Prerequisite(s)
Health	Grade 9
Physical Education Lowerclass	Grades 9, 10
Physical Education Upperclass	Grades 11, 12
*Wellness	Grades 9 – 12
Advanced Wellness – Early bird	Grades 10 - 12
**Driver Education	Grades 9,10

Physical Education and Wellness are quarter classes.

Class sizes will be balanced between PE lowerclass and PE upperclass during each class period. The age group distinctions listed above are general. Sophomore and Junior students may be moved into a different level to balance classes.

***9th grade students must sign up for Wellness with Middle School PE teachers. Admission to Wellness is subject to teacher/coach recommendation.**

**** Eligibility for Drivers Education is based upon earning 8 credits in the previous two semesters. (see below)**

Course Descriptions

Health: Health is a graduation requirement offered to all freshmen students on a semester basis. In health class, students are encouraged to make positive decisions regarding their own wellness. Responsible decision-making is stressed in all units of instruction. The topics covered in health class include sex education, AIDS, mental health, stress management, responsible relationships, nutrition, physical fitness benefits and personal fitness plans, cardiovascular diseases, lifestyles free from the use and abuse of drugs, alcohol, and tobacco, personal safety, and first aid (including CPR).

Physical Education Lowerclass: Freshman and sophomore students are placed in a program emphasizing team sports and large muscle activity. Units of instruction include a combination of flag football, soccer, speedball, field hockey, basketball, volleyball, volley tennis, softball and more

Physical Education Upperclass: The junior/senior program places more emphasis on individual, dual, and lifetime sports. These include a combination of archery, tennis, golf, pickle ball, bowling, badminton, disc golf, aerobics and more.

Wellness: This class will have a heavy emphasis on weight training and flexibility. The course will include specific instruction in weight training programs designed to help develop the five components of physical fitness (muscle strength, muscle endurance, body composition, cardio-respiratory endurance and flexibility). Days that are not used for weight training will be used for aerobic activity and/or game play. Ninth grade students must sign up for Wellness with Middle School PE teachers. Admission to Wellness for ninth graders is subject to teacher/coach approval.

Advanced Wellness: This class will have a heavy emphasis on weight training, flexibility and agility. It will include specific instruction in weight training programs designed to help develop the five components of physical fitness. This class will teach advanced techniques to those students who really want to advance their training. Completion of wellness or proof of training similar to that of wellness and permission of the instructor are required to be admitted to this class. **Advanced Wellness meets Monday, Tuesday and Thursday from 6:25 – 7:45 am.**

Driver Education: Drivers Education classroom will be offered to eligible students. Placement in Driver Education will be prioritized by grade in school and then by date of birth. Upon successful completion of both segments of this course, students may apply for a driver's license at the Secretary of State office. A social security card is required before taking classroom driver education.

PE Waivers:

Enrollment in physical education may be waived for the following reasons:

- Enrollment in classroom driver education
- Participation in Marching Band
 - Sophomores, juniors and seniors only
 - 1st quarter PE waiver
- Participation in Interscholastic Athletics and activities (junior and seniors only)
 - Fall athletes: 1st quarter PE waiver
 - Winter athletes: Choose 2nd or 3rd quarter PE waiver
 - Spring athletes: 4th quarter PE waiver
- Senior students who lack sufficient course credits in order to meet state and local graduation credit may apply for a waiver.
 - Students who have failed physical education may not use this provision to waive their make-up requirement.
- Junior or senior students who need a specific course required for admission to an institution of higher learning may request a waiver.
 - In order for the waiver to be approved, all of the student's classes must be required for graduation or admission to an institution of higher learning.
- Students without a PE waiver are required to have 14 quarters of physical education.

For additional information, students should see their guidance counselor. Students requesting a physical education waiver must apply when requesting courses for the next school year. An athlete who does not make a team or fails to try out for the team must contact a high school counselor immediately to return to physical education class by the following school day. An athlete who quits the team after practice has started will be required to repeat the entire quarter of physical education regardless of the waiver status in the following semester. The student is solely responsible for requesting a schedule change if they are no longer eligible for the PE waiver. Failure to follow these directions may compromise the student's graduation status. A physical education waiver will impact a student's grade point average and class rank.

SCIENCE CURRICULUM

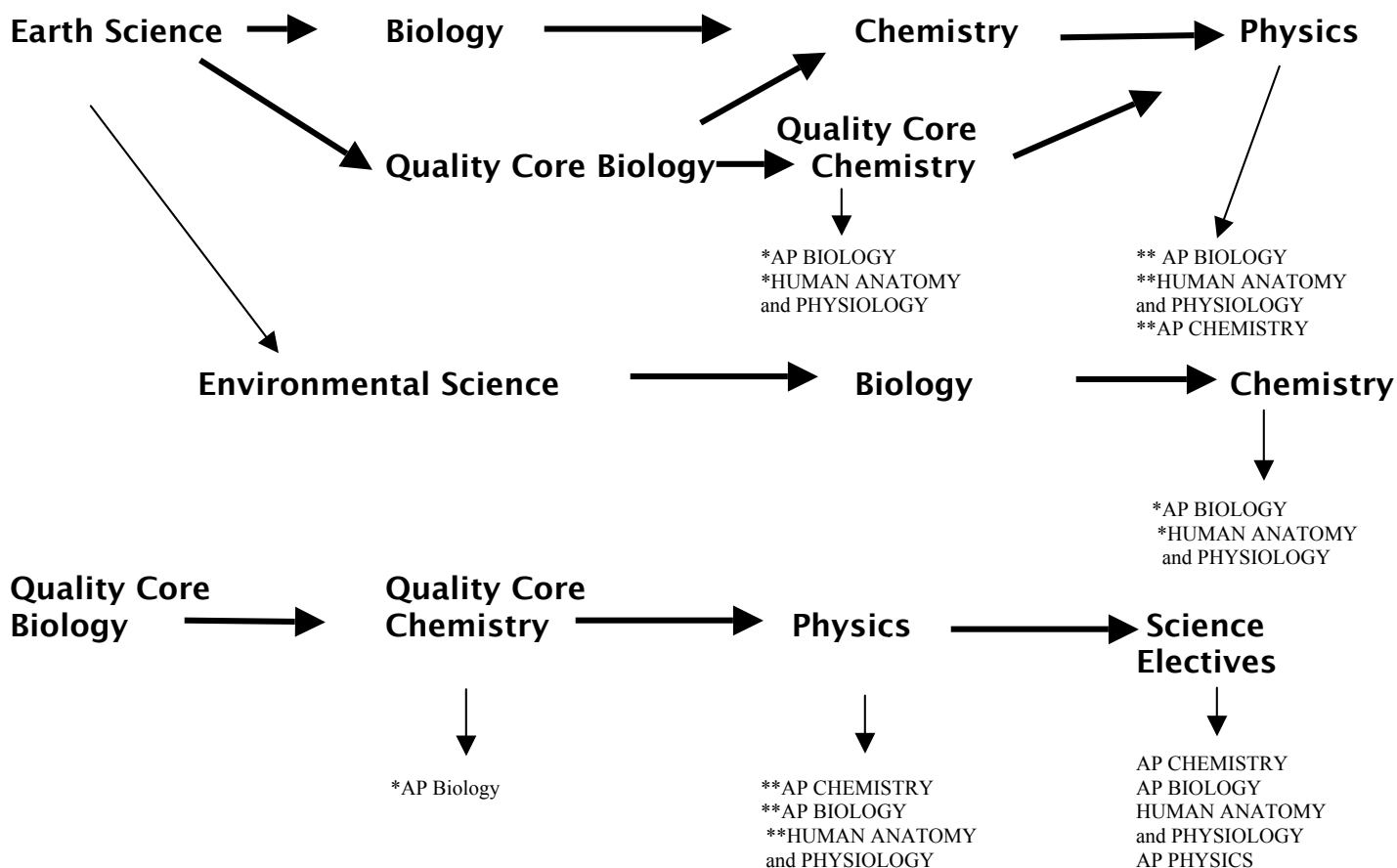
Course	Semester(s)	Credit	Prerequisite(s)
Earth Science	2	2	Teacher Placement
Environmental Science	2	2	Teacher Placement
Biology	2	2	Teacher Placement
Quality Core Biology	2	2	Teacher Placement, Grades 9 or 10
AP Biology	2	2	Biology; *Core completion; Chemistry or Physics concurrent; teacher signature
+Human Anatomy & Physiology	2	2	Biology, *Core completion; Chemistry or Physics concurrent; teacher signature
Chemistry	2	2	Algebra I, Grades 10 – 12
Quality Core Chemistry	2	2	Teacher Placement
AP Chemistry	2	2	Chemistry, Chemistry Teacher Recommendation
Physics	2	2	Algebra II
AP Physics/Mechanics	2	2	Physics and Physics Teacher Recommendation

*Core science courses are Earth Science, Biology, Chemistry and Physics.

Science electives (i.e. non core courses) are only available to students who are in concurrent enrollment of a core science course beginning with Chemistry. The concurrent enrollment rule will be waived after the completion of Physics.

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

SCIENCE DEPARTMENT FLOW CHART



*Must be concurrent with Chemistry

**Must be concurrent with Physics

Science Course Description (Continued)

Earth Science: This course is a study of our planet Earth. It applies scientific concepts and ideas to the daily lives and activities of the students. Topics include: mineral and rocks, geology and plate tectonics, oceans, weather, and astronomy. Teaching and learning strategies include cooperative learning activities, laboratory investigations, and the use of technology in the classroom.

Environmental Science: This course is a one-year course, which will cover a wide variety of environmental topics. The focus of the course will be on ecology and man's effect on his environment. The course will provide a wide range of activities and topics relevant to the student. This course is not designed to be a college preparatory course. This course is not available to those who have passed Biology or above.

Biology: The first quarter of the course deals with the history of biology and the scientific approach. Following this introduction, the class moves into the cell structure and its physiology, finishing second quarter with the study of genetics. The third and fourth quarters deal primarily with the phylogenetic classification of the animal kingdom, which includes four dissections and a look at the major systems of man.

Quality Core Biology: This course is designed to cover the biology concepts of biochemistry, cells, genetics, evolution, animals, plants, relationships among organisms, ecology. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including chromatography, electrophoresis, titrations, Spec 20, and other laboratory techniques. There will be a .5 weighted grade assigned to the GPA of this class.

AP Biology: This course is designed to be the equivalent of a college introductory biology course. This course differs significantly from the usual first year biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done, and the time and effort required by the students. The general topics covered are biochemistry, energy transformations, heredity, principles of taxonomy, plants, ecology, cell structure, molecular genetics, evolution, survey of monera, protista, and animals. A laboratory manual must be purchased.

Chemistry: This is a general chemistry course typical of a first course in chemistry. Included are the major theoretical concepts dealing with matter, development of chemical skills, and problem solving skills. Emphasis is placed on laboratory skills and chemical safety.

Quality Core Chemistry: This course is designed to cover the chemistry concepts of naming, bonding, solutions, gases, equilibrium, thermochemistry, kinetics, and redox reactions. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including Excel, WebMO, and ChemSketch, and Vensim. There will be a .5 weighted grade assigned to the GPA of this class.

AP Chemistry: This course is the equivalent of a first year general chemistry course taken in college. Considerable emphasis is placed on the theoretical aspects of the course content. Areas of study include: atomic theory, atomic structure, chemical bonding, states of matter, solutions, reactions, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. The laboratory will emphasize quantitative work, use of instrumentation that is available, and increasing laboratory skills.

Physics: This course is a physical science in which the students will study the laws and principles, which govern the operation of the mechanical universe, including Newton's Laws and properties of light and electricity. The course will include lab activities and demonstrations to provide a "hands-on" experience with physical principles. Concurrent enrollment in Pre-Calculus is recommended but not required.

AP Physics/Mechanics: This course is a non-calculus, college level, rigorous course encompassing the study of mechanics, waves and optics, thermodynamics, electricity and magnetism, and modern physics. Demonstrations and lab activities are used for the understanding of physical concepts. The content of the course is designed to prepare the student for the AP exam.

Human Anatomy and Physiology: This is a one-year course that will provide fundamental concepts of anatomy and physiology, and is designed to meet the needs of students to prepare for higher education in a life science field, especially in preparation for a health care career. A wide range of topics and general information that is relevant to the health and well-being of students will be presented. Two primary goals of this course are to develop students' technical/writing skills, and to enable students to become informed health care consumers able to act as their own advocates in modern managed health care facilities.

SOCIAL STUDIES CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
World History to 1350	1	1	Grade 9 – 12
World History since 1350	1	1	Grade 9 - 12
Honors World History	2	2	Grade 9, teacher recommendation
United States History	2	2	Grade 10
Honors United States History	2	2	Grade 9 Honors, Grade 10
*AP United States History	2	2	Grade 10-12, see course description
Humanities – Our World from 1950 to Present	1	2	Grade 11 – 12, 3.0 GPA or teacher signature
United States Government	1	1	Grade 11
Honors United States Government	1	1	Grade 11, Honors US History or AP US History
AP U.S. Government/Politics	2	2	Grade 11 – 12, teacher signature
World Problems	1	1	Grade 11 - 12
Economics	1	1	Grade 11 - 12
Sociology	1	1	Grade 11 – 12
Social Studies in a Digital Age	1	1	Grade 11 - 12

Special Course Requirements: All students must pass both semesters of United States History, one semester of American Government and one other social studies semester course to satisfy graduation requirements.

Course Descriptions

World History to 1350: The course is divided into two semester courses that are independent of one another. Students are encouraged to take both courses in sequence, but need not do so. The first semester course is entitled, “World History to 1350”. This course examines the history of mankind from his prehistoric origins through the European renaissance. This course emphasizes the history of western civilization.

World History since 1350: This is the second semester of world history, which examines the history of mankind from the end of the renaissance period to the present. This course emphasizes the history of western civilization. The course helps the student obtain a fundamental understanding of the development of mankind.

Honors World History: This is a yearlong course emphasizing the history of western civilization. The course reviews and briefly covers the ancient civilizations of Egypt, Mesopotamia, Greece and Rome, along with an overview of the Middle Ages. The primary focus of the course looks at the development of western civilizations in Europe from 1500 to the present. Beginning with the Renaissance and Reformation, through the English and French Revolutions, 19th century Industrialization and Nationalism, World War I, World War II and cold war Europe. Finally, Honors World History is a prerequisite course for students to potentially take AP US History as a sophomore.

United States History: This is a required course. The course of study starts with a review of the discovery, exploration, and colonization of the Americas; the Revolutionary War for independence; and the development of our government and country under the Constitution. Early development of our country, socially and economically, as well as our foreign policy up to the Civil War, is briefly reviewed. The course of study places its major emphasis on the Civil War period to the present day. Here the rise of the United States as an industrial nation and as a world power is examined by taking a look at the United States' foreign policy and its domestic issues. Major emphasis is placed upon the social, economic and political development of the United States. The course is provided to give a student direction in the present and future by understanding where the United States has been and how it has operated in the past.

Honors United States History: This is a yearlong course that starts with a review of the colonial to Civil War period like the regular United States History class. The course of study will also place its major emphasis on the Civil War period to the present day. In addition to a focus on social, economic and political development of the United States, rigorous textual, primary source, and additional secondary source readings will be utilized as well as development of analysis and writing skills.

AP United States History: This course is designed for students who want to receive college credit upon successful completion of the Advanced Placement Exam and meet the U.S. History graduation requirement. The course is two semesters and is a demanding approach to the study of U.S. History. Students will be required to engage in rigorous reading, writing and analysis assignments. The student's grade is weighted for the course, and grade assessment will be based on extensive writing, class discussion, independent reading assignments, creative projects, quizzes, and tests. The course is open to sophomores, juniors and seniors who are motivated to meet the rigorous curriculum of the college level course and meet the following eligibility:

1. Sophomores must have completed the Honors World History course with an A and a recommendation from the teacher of the course.
2. Juniors/seniors must have completed the Honors U.S. History course or the U.S. History course with an A and a recommendation from the teacher of the course.

Humanities – Our World from 1950 to Present: “As adults, we quickly realize how our current economy, social ideologies, and trends are a direct result of our recent history – a history many of our current population helped create. In “Our World 1950’s – Present” we will look at the past sixty years as seen through the eyes of influential authors and historians. By focusing on both historical and cultural trends, students will better appreciate why their parents and grandparents view the world the way they do. The course will demand intensive reading, so students must be prepared and willing to explore a number of texts. Students will clarify their understanding of various units through projects, papers, and presentations. This class will meet during 2 periods a day with one being assigned to Early Bird. ???

AP U.S. Government/Politics: This course is designed for students who want to receive college credit upon successful completion of the Advanced Placement Exam, meet the American Government graduation requirement, and fulfill the remaining Social Studies elective credit. This year long course includes an intensive study of the Executive, Legislative, and Judicial Branches of Government and the foundations of which American Government was created. Political Opinion and Socialization, Federalism, The Media, Interest Groups, Civil Rights, and Domestic and Foreign Policy are studied in depth as well. Students are required to stay up to date on American political happenings with the ability to apply this knowledge in class discussions, read from an upper level text on a regular basis, and write weekly reaction papers pertaining to a given scholarly article or a primary document. The student's grade is weighted for the course and grade assessment will be based on extensive writing, political awareness in class discussion, a variety of reading assignments, creative projects, quizzes, and tests. The course is open to all juniors and seniors who are motivated to meet the requirements of this challenging course.

United States Government: This is a required course, which includes studies in national, state and local government. The government course encompasses studies, which emphasize the U.S. Constitution and the Illinois Constitution. In addition, each branch of the federal government--the executive, legislative and judicial branches--is separately examined, looking at its functions and powers, as well as the representative individuals in those offices. Regulatory agencies are also examined. Incorporated into these studies are examinations of the U.S. political parties, U.S. foreign policy, state political offices, and comparisons between democracy and totalitarianism. Current events that relate to the American political structure are also discussed.

Social Studies Curriculum Course Descriptions (continued)

Honors United States Government: The American Government Honors course fulfills the social studies requirement with a prerequisite of being in the honors program. This semester long course will include in depth studies of the Executive, Legislative, and Judicial Branches of Government and the foundations of which American Government was created. Political Opinion and Socialization, Federalism, The Media, Interest Groups, Civil Rights, and Domestic and Foreign Policy are studied as well. Students are expected to keep a Current Events Portfolio and stay up to date on American political happenings with the ability to apply this knowledge in class discussions, read from an upper level text on a regular basis, and write one reaction paper per quarter pertaining to a given scholarly article or a primary document.

World Problems: The course is discussion oriented. There is no textbook for the course. "Newsweek" magazine is used as an informational resource. Students are required to subscribe to the magazine at a student rate that is set by Newsweek. The course focuses on foreign affairs, but also examines domestic issues. Units on geography, 3rd world countries, and world religions are also included. Students are expected to read, listen, or watch the news while enrolled in the course. Topic tests, *Newsweek* tests, news quizzes, and oral news reports form the basis for evaluating student success in the course. World Problems will help a students become more aware of and gain a better understanding of situations in the world that are of concern to the U.S. and the world community.

Economics: This class is an elective class that meets both the requirements of a social studies credit and the Illinois state-mandated consumer education requirement. The Economics course covers an introduction to economics, a look at the American economy versus other economic systems. Demand, supply and the interaction of markets are discussed as well as all types of businesses, how their costs are figured, and how leading economic indicators like Gross National Product can predict future recessions or prosperity for the economy. In addition, consumer topics covered include money and banking, budgeting, all types of insurance, credit and its costs, as well as a look at investing for the future. The course utilizes films and resource speakers from the business world to enhance the students' learning. Economics is not a course that requires a mathematical background.

Sociology: This is a one-semester junior/senior elective class that is one of the electives that fulfills the social studies requirement for graduation. Sociology is the study of human relationships, social group behavior, and looking at the "why" of peoples' actions and behaviors. This course covers the development of sociology, the concept of culture, and the American value system. In addition, our roles in society and the groups we join or belong to are also examined. Personality formation and socialization, early childhood and adolescent development, crime & deviance, race & ethnicity, the family, religion, education and sport are also explored in this course.

Social Studies in a Digital Age: Students will be introduced to design and digital art theory and techniques through creating a variety of fine and commercial art projects. Students will be expected to provide a USB portable drive, a sketchbook, and access to a digital camera with memory card. Students will be using Adobe InDesign and Photoshop software to complete class projects and assignments. This class counts as an elective credit in the vocational department.

The Geneseo High School social studies curriculum is compliant with Illinois school code to include instruction on the following topics. ILCS 5/27-20.3 Holocaust & Genocide, 5/27-20.4 Black History, 5/27-20.5 study of women's history, 5/27-20.6 study of Irish potato famine.

SPECIAL EDUCATION CURRICULUM

The prerequisite for all classes is placement in the Special Education Program.

Course	Semester(s)	Credit
English I, II, III, IV	2(each)	2(each)
Basic Math	2	2
Pre-Algebra/Basic Geometry	2	2
Practical Algebra	2	2
Independent Living Mathematics	2	2
*Orientation to Vocational Education I & II (Consumer Ed credit, Course offered odd years)	2	2
*Preparation for Careers I & II (Consumer Ed credit, Course offered even years)	2	2
+Secondary Transitional Employment Program I & II (Consumer Ed credit)	2	4
Homework Assistance	2	0
U.S. History	2	2
Government	1	1
*Geography (Course offered even years)	1	1
*Current Issues (Course offered odd years)	1	1
Health	2	2
Physical Education (Grade 9 – 12)	2(each)	2(each)
*Science (Course offered in odd years)	2	2
*Practical Science (Course offered in even years)	2	2
*Home Arts (Consumer Ed credit, Course offered odd years)	2	4
Study Skills	1	1
Literacy Lab 1	2	2
Literacy Lab 2	1	1
*Preparation for Technology (Course offered even years)	2	2
**Life Skills English	2	2
**Life Skills Math	2	2
**Life Skills Science	2	2
**Life Skills Social Studies	2	2
*Survey of Industrial Technology (Course offered odd years)	2	2

*These courses will be offered on an every other year basis. Example: The 2010 -2011 school year is an “even” year and 2011 – 2012 is an “odd” year.

+Two of the following are prerequisites for Steps I & II: Orientation to Vocational Education I & II, Preparation for Careers I & II, and Preparation for Technology.

**These courses may be offered in a block sequence and can be taken more than once throughout a student’s high school career.

Course Descriptions

English I: This course will have an emphasis placed on skills needed for effective written and verbal communications, such as grammar, spelling and vocabulary. In literature, reading comprehension and expression of ideas are built up through the study of short stories, poetry, drama, non-fiction, and novels.

English II: This course will focus on reading, writing, listening and speaking skills. Spelling, punctuation, sentence structure and paragraph development are skills covered to improve written language. Literature will be presented in short stories, poetry, non-fiction, and novels, emphasizing improved reading skills. The writing process of pre-writing, revisions, editing and presentation will be developed. Independent reading and book reports will be required in both written and oral formats.

English III: This course will focus on the communication process and its relevance to the workplace. Students are exposed to all components of the communication process. Students engage in reading, writing, speaking and listening activities, which are integrated into meaningful life situations. Literature will include short stories, non-fiction and novels. Written language development will introduce business and workplace documents. A research paper is required. The use of technology skills such as word processing, Powerpoint, and Internet research will be encouraged in all English units.

English IV: This course will continue to develop the basic skills taught in past English classes. Written language will be addressed with work in mechanics, grammar, sentence and paragraph structure. Students will write letters of application, resumes, fact sheets, reference pages, journal entries, and essays. Literature will be explored through short stories, poetry, and novels. Oral communications will be further developed through telephone skills, job interviews, class presentations, speeches and oral book reports. The use of technology skills such as word processing, Powerpoint, and Internet research will be encouraged in all English units.

Basic Math: This course will focus on the review and application of basic math skills. The students will gain knowledge of whole numbers, fractions, percents, measurement and graphing.

Pre-Algebra/Basic Geometry: This course will review the basic operations of addition, subtraction, multiplication, and division with whole numbers, decimals and fractions. This course will help prepare the students with math skills necessary in their lives after school.

Practical Algebra: This course teaches students basic algebraic skills including problem solving, logical thinking, whole numbers, fractions, decimals, averages, estimating, measurements, and ratios.

Independent Living Mathematics: This two-semester course is designed to offer students exposure to practical mathematics necessary for successful post-secondary independent living. An emphasis will be placed on content comprehension and performance task skill development. The course is comprised of five math units including: Employment; Budgeting Finances; Junior Achievement – More than Money; Home improvement; Travel and Entertainment. Enrollment is limited to junior and senior students in the special education program.

Orientation to Vocational Education I & II: Orientation to Vocational Education I identifies the importance of work, changes in the workplace, as well as acquiring and developing workplace skills. Students will be introduced to basic job skills necessary for starting a career. Community agencies, groups, and resources will be explored. Orientation to Vocational Education II teaches pre-vocational skills necessary to enter the world of work. Emphasis is on the exploration of career opportunities, work preparation options, and appropriate work habits, behaviors, and social skills needed in the work environment. Students will be introduced to basic job seeking skills and improving basic academic skills necessary for getting and holding a job. Development of social skills, money management skills and acceptable attitudes for work will be included. In addition, students will develop individual responsibilities as a consumer, family member, and citizen. This course will be offered in odd numbered school years such as 2011 - 2012.

Physical Education: This course is designed for students who need accommodations and modifications in physical education. Students work on increasing flexibility, muscular strength, and cardiovascular endurance. Activities are geared for learning lifelong fitness concepts in regard to capabilities.

Special Education Course Descriptions (continued)

Preparation for Careers I & II: Preparation for Careers I is designed to help students understand the benefits of career planning and the steps involved in planning a career. The students will learn how to explore careers and will be provided with career exploration opportunities in the areas of sales, health care, technology, office work, the trades, sports and entertainment, entrepreneurship, homemaking and parenting, the government and the environment. They will also be provided with an understanding of employment trends and have the opportunity to assess their own individual strengths based on their past accomplishments. Preparation for Careers II covers making a career plan, skill building in school, job seeking, job keeping and lifelong learning. This course will be offered in even numbered school years such as 2010 - 2011.

Secondary Transitional Employment Program (STEP I and STEP II): These courses are a work program for juniors and/or seniors to receive on-the-job training in entry-level jobs in the community. A related class is required in addition to students working 5 to 15 hours per week. STEP is a two-year program, which helps students explore careers, or occupations in which they have expressed an interest and have shown some aptitude. STEP also provides an opportunity to observe students while working in order to determine whether or not they have the necessary behaviors that will lead to employment – speed, strength, attendance, ability to follow instructions, acceptance of criticism, etc. To participate in STEP, a student must have a disability, which could be a “barrier” to employment. The student must be at least 16 years of age and enrolled in special education courses.

Life Skills English: The study of Language Arts in practical life experiences.

Life Skill Math: The study of practical math skills and their applications.

Life Skills Science: A general study of science.

Life Skills Social Studies: A study of United States History, government, and geography.

Survey of Industrial Technology: This course is designed to give students basic background knowledge of the industrial technology department. Each of the following will be taught for a nine-week period: Small Engines, Metals, Construction, Measurements and Drafting (Team-taught with the Industrial Technology Teacher). This course will be offered in odd numbered school years such as 2011 - 2012.

Homework Assistance: This is an opportunity for students with an identified learning disability to receive assistance with homework and test preparation as needed. Students may also be given supplementary skill building materials to do. This course can be repeated.

U.S. History: U.S. History is a required course for high school graduation. Discovery, exploration, and colonization of the United States, the Revolutionary War, and the development of our government and country are the beginning topics of study. Studies from the Civil War period to the present are the topics of the second semester of this course. The course is provided to give students an understanding of the past, present and future by discovering how the United States has become a world power, where the United States has been and where it will go.

Government: Government is a required course, which has been designed to help students have a basic understanding of our nation’s government and their responsibilities as citizens of the U.S. Studies of the three levels of government – national, state and local will be examined as well as the three branches – legislative, executive and judicial. U.S. political parties, voting, the American Flag are other topics of discussion that will be examined. Students must pass the Federal and Illinois constitution tests.

Geography: This course is designed to help students become oriented within the U.S. and outside of their country. A great deal of time is spent studying the location, capitals, and interesting facts about each of our 50 states. Geographical terminology, map reading, types of maps and other continents are just a few of the topics that will be discussed. This course will be offered in even numbered school years such as 2010 - 2011.

Current Issues: This course is an in-depth study of important problems facing our country and world. Domestic and foreign policy issues will be studied. Students will be informed on events of current news. This course will be offered in odd numbered school years such as 2011 - 2012.

Health: This course will be an overview, general health course. Topics covered will include how proper exercise and diet affect your health; personal care, stress, drugs, safety, pollution, and reproduction. One semester required for graduation.

Home Arts: This course is designed to make students more aware of their role in society and their family and home. Topics to be discussed are: relationships, family, home, careers in homemaking, clothing care and construction, operating appliances, foods and cooking, citizenship, and consumer responsibilities. Written assignments, readings, cooking labs, and sewing projects are all a part of the requirements for this class. This class will fulfill the Consumer Education requirement. This course will be offered in odd numbered school years such as 2011 - 2012.

Study Skills: This course is designed to help students on an individual basis with study skills. Areas to be covered include: making students aware of the numerous situations in life that require study and giving insight into methods of study, teaching students where to find answers to questions, providing students with a knowledge of a variety of study aides, teaching students the basics for taking tests and using tests as a measure of solutions.

Literacy Lab 1: This course is designed to teach and practice alphabet and phonemic awareness strategies, tactile/kinesthetic spelling techniques for phonetic and non-phonetic words, and syllabication for multi-syllabic words. This class will use direct instruction as well as other strategies that they can carry on beyond high school and to the work place. This course is a year long class. A student may enroll in this class more than once throughout their high school career, and placement in this course is determined by the student’s PI or Case Manager.

Literacy Lab 2: This elective course is a semester course and is dedicated to the development of students’ reading skills by improving fluency, comprehension and critical thinking skills. Instruction and application of reading strategies, such as retelling, summarizing, inference, predicting, questioning, sequencing, analyzing, and meta cognitive processing will be emphasized. This course may be repeated for multiple credits as instruction is based upon individual student pre and post assessment data. Enrollment in this particular class is determined by the student’s PI or Case Manager.

Science: This course is an overview general science course. Important ideas and theories as they relate to daily experiences in the areas of life, physical, and earth science will be covered. Experiments and hands-on activities will be a part of the course as they can be applied to life. This course will be offered in odd numbered school years such as 2011 - 2012.

Practical Science: This course would explore concepts of science with a practical application. It includes a combination of horticulture, environmental science, nutrition science, and current scientific inventions. This course will be offered in even numbered school years such as 2010 - 2011.

Special Education Course Descriptions (continued)

Preparation for Technology: This course will encompass a strong emphasis on keyboarding, with later units using PC spreadsheet applications, word processing applications, an introduction to database software applications, and related computer activities. This is a good introductory course to business technology (Team-taught with the Business Teacher). This course will be offered in even numbered school years such as 2010 - 2011.

TECHNOLOGY EDUCATION CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Drafting	1	1	Grades 9 – 12
Energy Technology	1	1	Grades 9 - 12
Introduction to Manufacturing-Woods	1	1	Grades 9 - 12
Power & Transportation Technology	1	1	Grades 9 – 12
Introduction to Radio Broadcasting	2	2	Grades 9 – 12
Introduction to Metals Processes	1	1	Grades 9 – 12
Production Machining	1	1	Grades 9 – 12 (Intro to Metals Processes)
Basic Welding	1	1	Grades 11 – 12(Intro to Metals Processes)
Advanced Welding-Fabrication	1	1	Grades 11 – 12-(Basic Welding)
Introduction to Building Trades	1	1	Grades 10 – 12-Intro to Manufacturing
Interrelated Cooperative Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Work (Cons Ed Credit)	2	2	Grade 12

AREA CAREER CENTER CURRICULUM (U.T.H.S Campus)

Attendance at the ACC will be allowed on a limited schedule that will least affect a students' schedule at Geneseo. Students will be accepted into the ACC Curriculum on a case-by-case basis. Students must contact their counselor regarding the possibility of taking Area Career Center Classes before registration packets are due. All tuition, expenses, and transportation for Area Career Center classes are the responsibility of the student and/or their parents. Students will follow U.T.H.S. school calendar.

Course Descriptions

Drafting: This is a one-semester course designed to inform students of the resources, technical processes, and industrial applications, and technological impact. It involves designing and drafting through the traditional systems.

Energy Technology: This is a one-semester course designed to orient students to the resources, technical processes, industrial application and technological impact of energy and its uses in today's society. Class discussion, lecture, and laboratory experiences cover the field of electricity, its principles, generation, transmission and distribution, and uses of this energy source. Additional units of study in solar energy, wind and water, fossil fuels, nuclear resources, and conservation of energy as well as alternate methods of production are to be applied in laboratory experiences. Students are required to furnish OSHA approved safety glasses.

Introduction to Manufacturing-Woods: This is a one-semester course designed to introduce the student to the production materials, tools, equipment and techniques with emphasis in woodworking. Students will be made aware of resources, technical processes, industrial applications, and technological impacts of manufacturing and construction technology in today's society. The students will be involved in management, material processing, research and development, production, marketing and servicing components of industries which provide goods, services, and structures. Activities include organizing a manufacturing and/or construction company, designing a factory production line, producing interchangeable parts using jigs and fixtures, designing a factory assembly line flowchart, assembling a product quickly and accurately using production methods. Students are required to furnish OSHA approved safety glasses and tape measure.

Power and Transportation Technology: This is a one-semester course that includes an overview of the following: internal combustion engines, fuels, transmission systems, and various modes of transportation. Lab experiences involving mechanics, experiments, and testing as well as class lecture and discussion will occur. Students are required to furnish OSHA approved safety glasses. Projects will be used as learning devices. Transportation demands and uses and environmental aspects will be included.

Introduction to Radio Broadcasting: This yearlong course will give students an overview of radio broadcasting. The student will be exposed to various aspects of radio such as FCC rules and what goes into a radio production. Students will produce similar projects found on-air, from start to finish. This includes writing scripts, recording, pre-production, and post-production, as well as using different sound elements like bed music and sound effects. Students need to come in to prepare for labs outside of class time.

Introduction to Metals Processes: This course will introduce the student to the basics of metal processes, from raw material to finished product. Students will be acquainted with basic hand tools and the basic stationary tools like the band saw, surface grinder, stationary grinder, and drill press. Related layout and precision measurement techniques are included. Safety and industry desired work habits are stressed. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

Production Machining: Using Introduction to Metal Processes as the building block, Production Machining will focus on lathe and milling operations. Precision measurement will be stressed. Safety and industry desired work habits are also stressed. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

Basic Welding: This course covers the basic techniques of oxy-acetylene, arc welding, and MIG welding. Metal selections and setup will be included. A variety of operations and positional techniques are used to develop expertise for manufacturing as well as repair applications. Traditional as well as innovative process will be included and results tested. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

Advanced Welding-Fabrication: This course builds on Basic Welding and offers the students the opportunity to develop and build their own projects. Advanced techniques of oxy-acetylene, arc welding and MIG welding will also be a focus of the class. Students will need to purchase materials for individual projects. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

Introduction to Building Trades: This course shows students the basics of construction. Through traditional wood construction, students will construct a project with a hands-on approach to building. Students will learn safety principles and practices; recognition of standard tools and materials; building concepts and procedures; local, state, and national codes, cost estimating and blueprint reading. Student will furnish hammer, tape measure, speed-square, utility knife, chalk line, tool belt, and OSHA approved safety glasses. Appropriate clothing and boots are required.

Technology Education Course Descriptions Continued

Interrelated Cooperative Education: This course is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the COOP application.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

Student Safety

Student safety is top priority in all technology education lab classes. Due to the nature of lab based classes, students will be required to secure long hair with hair restraints provided by the student, piercing and jewelry must be removed, long pants must be worn and eye protection will be required at all times in the lab. A shop locker outside of the classroom is provided for students to secure extra things like pants, hair restraints, eye protections and any other things required for the class.

VISUAL AND PERFORMING ARTS CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Art Foundations	1	1	Grade 9 - 11
Ceramics I	1	1	Art Foundations
Sculpture I	1	1	Art Foundations
Drawing I	1	1	Art Foundations
Ceramics II	1	1	Ceramics I
Sculpture II	1	1	Sculpture I
Drawing II	1	1	Drawing I
Painting I	1	1	Drawing I
Painting II	1	1	Painting I
Graphic Arts	1	1	Grade 11-12
*Theatre I (Course offered odd years)	1	1	Grades 10, 11, 12
*Theatre II (Course offered odd years)	1	1	Theatre I
+Marching Band/ Concert Ensemble	2	2	Grades 9 - 12
Fall Concert Band/Concert Ensemble	2	2	Grades 9 - 12
Freshman Chorale	2	2	Grade 9
Concert Choir	2	2	Grades 10
Junior/Senior Choir	2	2	Grades 11 – 12
*AP Music Theory (Course offered even years)	2	2	Grades 10 – 12

Seniors who have had no art classes are eligible for tier 2 with courses with the instructor's approval.

*These courses will be offered on an every other year basis. Example: The 2010 -2011 school year is an "even" year and 2011 – 2012 is an "odd" year.

+In the spring, students in marching band may apply for a waiver from physical education for first quarter of the next semester.

Visual Arts Course Descriptions

Art Foundations- This course covers two and three-dimensional art and an introduction to art appreciation about artists and their accomplishments. Projects include drawing (pencil, pen & ink, scratch board), painting (acrylic), pastels, clay and sculpture. This is a 1-semester course that is open to freshman- juniors who would like an art experience or to discover which art media interest them.

Ceramics I- This course is designed to supply students with an introduction to clay media. Hand building techniques, such as coil, pinch and slab, will be emphasized. Students will also explore plaster mold making to cast objects with clay. Students will have the opportunity to explore using the pottery wheel as a tool to create functional works of ceramic art. This is a one-semester course open to sophomores – juniors have taken Art Foundations and seniors with instructor's consent.

Sculpture I- This course is a concentration in the elements of three- dimensional art. Projects include, plaster wire and plaster sculptures, paper clay, glass fusing, mixed media with a final life size, plaster, self portrait sculpture. This is a one-semester course open to sophomores – juniors have taken Art Foundations and seniors with instructor's consent.

Drawing I- This course is designed to facilitate the student who wishes to pursue or advance their drawing skills. Students will re-learn the basics of art and experiment in mediums such as pencil, ink, watercolor and printmaking. This class is a one-semester course open to sophomores – juniors have taken Art Foundations and seniors with instructor's consent.

Ceramics II- This course will continue the student's concentration in wheel throwing mold making or hand built methods of ceramic construction/art. This is a one-semester course open to students who have completed Ceramics I.

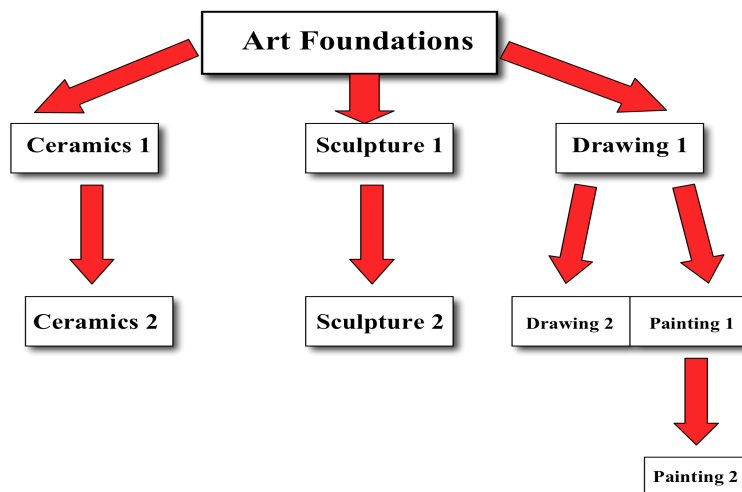
Sculpture II –This course is designed to allow students to concentrate on a three-dimensional medium of their choice. Advanced 3D sculpture methods and materials will be emphasized. This is a one-semester course open to students who have completed Sculpture I.

Drawing II- This course is designed for the serious art student wanting to develop their skills as a 2d artist and to pursue art at a college level. Figure study, architecture, landscape, still life, animal study will be required with heavy emphasis on technical skill and the understanding of the elements of art. This course is open to sophomores – seniors who have completed Drawing I.

Painting I- This course is an introduction to the use of acrylic and watercolor paint. Students will learn the basic painting methods as well as composition, color theory and art history. Drawing and planning projects in a sketchbook will be emphasized. Sketchbooks will be provided. This course is one-semester course open to sophomores-juniors who have take Art Foundations and seniors with instructor's consent.

Painting II- This course is designed to allow students to concentrate on a painting medium of their choice. This is a one-semester course open students who have completed Painting I.

Graphic Arts: In Graphic Arts, students will be introduced to design and digital art theory and techniques through creating a variety of fine and commercial art projects. Students will be expected to provide a USB portable drive, a sketchbook, and access to a digital camera with memory card. Students will be using Adobe InDesign and Photoshop software to complete class projects and assignments.



Performing Arts Descriptions

Marching Band/ Concert Ensemble: Marching band/concert ensemble (concert band or honors band) is available to 9-12 grade students who have previously played a wind or percussion instrument. The students enrolled in this course will meet as a marching band throughout the 1st grading period. At the beginning of the 2nd quarter grading period, students will be placed in the Concert Band or Honors Band for the remainder of the school year. Course requirements include performance at all concerts and at some special events. The rehearsals will focus on instrumental performance skills and a basic understanding of band literature in a variety of styles. Elements of music theory and music history are also included in the units of study. Some co-curricular band events that occur outside of the regular school day are an extension of and vital to the success of the class. All band students are required to meet with their director once per week for a playing assessment. These 15-minute sessions take place before or after school or during a study hall. Students in band also have the opportunity to participate in many “extra- curricular” band activities. These are all optional and some do require auditions. These include, but are not limited to, jazz band, pep band, musical pit orchestra, IMEA band and jazz band, IHSA solo and ensemble, madrigal recorders, madrigal brass, and NCIC festival band.

Fall Concert Band/Concert Ensemble: Fall concert band is available to 9-12 grade students who have previous experience playing a wind or percussion instrument and prefer not to be members of the marching band. During the first grading period the fall concert band students will rehearse music written for complete concert ensembles, or music appropriate to the instrumentation of the students enrolled. The group will also divide into small ensembles according to the instrument type and thoroughly explore appropriate chamber music literature written for these small ensembles. At the beginning of the 2nd quarter grading period, students will be placed in the concert band or honors band for the remainder of the school year. Course requirements include performances at all concerts and at some special events. The rehearsals will focus on instrumental performance skills and a basic understanding of band literature in a variety of styles. Elements of music theory and music history are also included in the units of study. Some co-curricular band events that occur outside of the regular school day are an extension of and vital to the success of the class. All band students are required to meet with their director once a week for a playing assessment. These 15-minute sessions take place before or after school, or during a study hall. Students in band also have the opportunity to participate in many “extra- curricular” band activities. These are all optional and some do require auditions. These include, but are not limited to, jazz band, pep band, musical pit orchestra, IMEA band and jazz band, IHSA solo and ensemble, madrigal recorders, madrigal brass, and NCIC festival band.

Freshman Chorale: All freshmen who elect choir will be placed in the Freshman Chorale. This course will cover the basics of music theory, music reading and voice production. Many daily activities will help the student gain an understanding of, and an appreciation for vocal music. In addition to the class work, students are expected to perform with the choir in at least five public performances per year outside of the school day. Many "extracurricular" opportunities also exist as an extension of Freshman Chorale. These opportunities are optional and some require an audition. Students are required to meet with the director for small group and individual help for an additional fifteen minutes per week.

Sophomore Concert Choir: The Sophomore Concert Choir is an elective course in which all sophomores are placed who schedule choir. The basic understandings of music gained in the Freshman Chorale are now applied to works from all the historical periods of music as well as music from other countries. Sophomores have more opportunity to participate in extracurricular activities. They are expected to participate in at least five concerts outside of the school day as part of the curriculum. In addition, students are required to meet with the director an additional fifteen minutes per week in a small group and individually for extra help.

Junior/Senior Choir: Junior/Senior Choir is a choral music course designed for juniors and seniors who sign up for choir. Students study the best choral works from all periods of music history and style as well as the music from many countries around the world. Students are expected to know the basics of vocal production and music reading, especially those who have taken concert choir and chorale. There is a focus on more advanced theory and advanced expression and interpretation of the music studied. Students are expected to participate in at least six concerts outside the school day. Students are also expected to be responsible for some extra rehearsal time outside the school day. Students may choose from a full range of extracurricular activities including madrigal, jazz choirs and solos and ensembles as an example. Students are required to meet with the director an additional fifteen minutes per week.

Performing Arts Descriptions (continued)

AP Music Theory: AP Music Theory is a course designed primarily for those students who plan to major or minor in music in college. Classroom activities involve developing basic skills of sight reading, dictation, analysis, harmonization, composing and arranging. The course is a study of materials and techniques composers use when they write music. In addition, students study aspects of music history and pedagogy. Students will demonstrate knowledge of basic music theory fundamentals and music terminology, develop listening and sight reading skills, demonstrate knowledge of traditional harmonies, write music in four part harmony, complete arranging project for small vocal and/or instrumental ensembles and develop an appreciation for and a discrimination of various types of music from different musical periods and for different performance mediums. This course will be offered in even numbered school years such as 2010 – 2011.

Theatre I: This course is designed as an introduction to the Theatre Arts. Students in this class will get an overview of the world of Theatre. An outline of the course is: I. Introduction to Theatre a. Elements of Drama b. Structure of the play c. Dramatic literature compared to other literature II. Theatre History a. Beginnings b. Classical Greek c. Medieval d. Shakespearean e. Restoration f. Modern Western g. Theatre's relation to society III. Basic Mechanics of the Stage a. Stage plots b. Terms and definitions c. Stage equipment IV. Acting Techniques a. Movement b. Characterization c. Scene presentation. Also included in Theatre I is the production of a children's Christmas play for the "Cardboard Traveling Theatre." This course will be offered in odd numbered school years such as 2011 – 2012.

Theatre II: Theatre II is a course designed to further the student's knowledge in the Theatrical Arts obtained in Theatre I. An outline of the course is I. Acting a. Advanced technique b. Solo c. Duet d. Group e. Character development (persona and style) II. Stagecraft a. Terms b. Types c. Construction (materials and techniques) d. Lighting (purposes, types, and design) e. Make-up (design, character, and specialty) III. Production Support Elements a. Relationships b. Duties c. Professional application IV. Practical Application a. Production support b. Performance. This course will be offered in odd numbered school years such as 2011 – 2012.

10-11 Black Hawk Course Offerings

These classes are subject to a minimum enrollment in order to offer them as a class on the Geneseo High School campus. Students will receive 1 elective high school credit for each semester of a Black Hawk College course except for NA100 which will receive 2.5 elective high school credits per semester. Students are responsible for tuition, fees, and textbooks. A final grade of C or higher is required in these classes in order to be used as a transfer grade in the IAI (Illinois Articulation Incentive General Education Curriculum). If you plan to attend another college or university, it is recommended you contact that college or university for further advisement. See the guidance department regarding tuition and fees.

Agriculture

Ag 131 Soils and Soil Fertility (1st semester)

3 lecture hours and 2 lab hours

This course deals with the formation, physical, chemical, colloidal, and biological properties of soils. Special emphasis is given to soil conditions that affect plant growth and crop yields. Laboratory experience in texture, structure, and fertility.

English

ENG 101 Composition I (1st semester)

3 credit hours, 3 lecture hours

Prerequisite: Qualifying ACT or COMPASS score and grade 12 status.

English 101 is designed for students who are competent in the fundamentals of composition. Students will write essays using a variety of expository strategies and will apply standard techniques of documentation when appropriate. An exit exam will determine college credit.

English 102 Composition II: (2nd semester)

3 credit hours, 3 lecture hours

Prerequisite: Successful completion of English 101

English 102, a continuation of English 101, is a required composition course that involves reading, discussion, and analysis of a body of literature to generate ideas for critical and persuasive papers, including one documented research paper.

Writing is an integral part of the course. Writing assignments are focused on critical analysis of literature and include expository, analytical, and argumentative essays and also, a documented research paper. While analytical essays make up the bulk of student writing, there are also creative assignments, which help students sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry.

Psychology

PSYCH 101 Introductory Psychology (1st semester)

3 credits, 3 lectures hours

Prerequisite: Qualifying ACT or COMPASS score and minimum 16 years old.

Introductory Psychology is a survey of the field of general psychology without specific emphasis on any particular theory or model of human or animal behavior. Fundamental principles, methods, theories and issues in the field are discussed. Content areas may include learning, thinking, neuroscience, methodology, memory, perception, personality, intelligence, emotion, adjustment, and abnormality among others. Students will take this course as an on-line format and will need access to the web to complete the assignments. Students will meet with the instructor a few times throughout the semester.

Sociology

SOC 101 Principles of Sociology

3 credit hours, 3 lecture hours

Prerequisite: Qualifying ACT or COMPASS score and minimum 16 years old.

The Principles of Sociology include the scientific examination of human society and social behavior. The course concentrates on human behavior and assumes that it is largely shaped by the groups to which people belong and by the social interactions taking place in these groups. Students will acquire a basic sociological understanding and sensitivity to the issues of race, class, gender, and ethnicity.

Speech

SPEC 101 Principles of Speech Communications

3 credit hours, 3 lecture hours

Prerequisite: Qualifying ACT or COMPASS score and minimum 16 years old.

The Principles of Speech Communications apply the principles of oral communication to the preparation and presentation of speeches.

Vocational Technical

WLD 101-102-103 Intro ARC Welding in flat and horizontal position.

3 credit hours

Prerequisite: Minimum 16 years old.

WLD 120 Introduction to MIG Welding

.5 – 1 credit hours, 2 lab hours

Introduction to MIG Welding is designed to cover production methods and techniques in gas metal arc welding (MIG). This process will include spray transfer, short arc transfer and cored wires. This will be done by studying machine set-up, handling the gun, weld size, gun angle, wire feed and gas quantities. Safety will be emphasized.

NA 100 Extended Health Occupations 1* – Certified Nursing Assistant

8 credit hours, semesters

Pre requisite: Grade 12 Minimum GPA 2.5 after 5 semesters

Additional requirements: proof of recent physical exam with record of immunizations, TB screening (provided by facility), purchase of uniform, watch with second hand, and appropriate footwear.

Provides the potential nurse assistant with knowledge, understanding and skills to function as a responsible member of the health team. Students combine theory with practical applications to various health care situations. Additional emphasis has been incorporated regarding care for patients with Alzheimer's Disease, the aging process, problems of the aged, and death and dying. Participation in this class requires compliance with standards set by Illinois Department of Public Health for attendance of a minimum of 80 theory and 40 clinical hours. Clinical hours are defined as time spent in various settings of the sponsoring facility, primarily long term care. Once successfully completed, the candidate qualifies for application to take the Illinois Competency Exam for Nursing Assistants. This course is limited to 10 students. Acceptance into this program will be based on GPA, attendance and discipline records.

EXECUTIVE SESSION MINUTES REVIEW
RECOMMENDATIONS
JANUARY 14, 2010

DATE	STATUS RECOMMENDED	REASON
JULY 09, 2009	Remain Closed	<ul style="list-style-type: none">• Personnel Matters
SEPTEMBER 10, 2009	Remain Closed	<ul style="list-style-type: none">• Student Disciplinary Case
SEPTEMBER 23, 2009	Remain Closed	<ul style="list-style-type: none">• Student Disciplinary Case
OCTOBER 08, 2009	Remain Closed	<ul style="list-style-type: none">• Personnel Matters
NOVEMBER 12, 2009	Remain Closed	<ul style="list-style-type: none">• Personnel Matters• Collective Negotiating Matters
DECEMBER 10, 2009	Remain Closed	<ul style="list-style-type: none">• Personnel Matters• Collective Negotiating Matters