

School District Organization

School District Legal Status

The Illinois Constitution requires the State to provide for an efficient system of high quality public educational institutions and services in order to achieve the educational development of all persons to the limits of their capabilities.

The General Assembly has implemented this mandate through the creation of school districts. The Geneseo Community Unit School District #228, (hereafter known as the District), is governed by the laws for school districts having a population of not fewer than 1,000 and not more than 500,000.

The District constitutes a body corporate that possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

LEGAL REF.: Ill. Constitution, Art. X, Sec. 1.
105 ILCS 5/10-1 et seq.

CROSS REF.: 2:10 (School District Governance), 2:20 (Powers and Duties of the School Board; Indemnification)

Recommendations: None

ADOPTED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006

School District Organization

District Organization, Operations, and Cooperative Agreements

The District is organized and operates as follows:

A Unit District serving the needs of children in grades Pre-Kindergarten to 12 and others as required by The School Code.

The District enters into and participates in joint programs and intergovernmental agreements with units of local government and other school districts in order to jointly provide services and activities in a manner that will increase flexibility, scope of service opportunities, cost reductions, and/or otherwise benefit the District and the community. The Superintendent shall manage these activities to the extent the program or agreement requires the District's participation, and shall provide periodic implementation or operational data and/or reports to the Board concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements:

~~Rock River Cooperative Alternative School~~

Regional Safe School

Henry-Stark Special Education Cooperative #801

Bureau, Henry, and Stark Counties Regional Office of Education

~~Quad City Vo Tech Region~~

Quad City CTE Consortium

~~Area Purchasing Cooperative (food)~~

Iowa-Illinois School Food Cooperative

~~Northern Illinois Library System~~

Reaching Across Illinois Library System (RAILS)

Black Hawk College

Hammond-Henry Hospital

LEGAL REF.: Ill. Constitution, Art. VII, Sec. 10.
5 ILCS 220/1 et seq.

Recommendations: Update our alternative school as Rock River is closed. Update our vocational school since the Quad City VoTech Region, EFE 210, and Tri-County VoTech Region, EFE 180 merged in 2007. Update our food cooperative and library cooperative.

ADOPTED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006

School District Organization

School District Mission/Vision Statement

TEACH • LEARN • CARE

School District Core Values

The School District will strive to provide a safe and caring environment, with high expectations for achievement, while responsibly stewarding district finances and effectively communicating.

School District Purpose Statement

Example: To ensure every Student has access to the best educational experience he or she can.

CROSS REF: 2:10 (School District Governance), 3:10 (Goals and Objectives), 6:10 (Educational Philosophy and Objectives)

Recommendations: Review Core Values. Create a Purpose Statement?

ADOPTED BY BOARD ACTION 09/03/1985
AMENDED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006
AMENDED BY BOARD ACTION 01/09/2014

DISTRICT STATEMENT OF OBJECTIVE

Realizing that the ultimate success of the educational program of the District, K-12, is measured in terms of the accomplishments of the individual student, it has the following objectives:

To develop and foster students' self-discovery, self-awareness and self-discipline, enabling them to realize their worth as human beings and to formulate personal values and goals.

To develop a positive attitude toward and practice of those disciplines which will produce healthy minds and bodies.

To stimulate intellectual curiosity, and guide students in search of knowledge by familiarizing them with the resources of and challenges in the world around them.

To develop in students a foundation for their future success in career and educational choices.

To assist students in developing a capacity for aesthetic perception, creation and judgment.

To help students learn to work effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual, group and cultural differences.

AFFECTIVE¹ GOALS FOR GENESEO CUSD 228**1:36**

Realizing that the ultimate success of the educational program of the Geneseo CUSD #228 is measured in terms of the accomplishments of the individual student, the District seeks:

- 1) To foster students' self-discovery, self-awareness, and self-discipline, enabling them to realize their worth as human beings and to formulate personal sets of values and goals.
- 2) To stimulate intellectual curiosity, guiding students to learn how to seek further knowledge by familiarizing them with the resources and challenges of the world around them.
- 3) To provide fundamental career concepts and skills, developing in the students a foundation for further career training.
- 4) To help the students learn to deal effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual and group differences.

¹ ***Measuring Affective Goals.** The term "affective growth" is often used in education as a broad term that encompasses observed growth in social and emotional behaviors and attitudes of students.

Recommendations: Review items from 1:35 and 1:36. Update by merging language from both policies and revising/adding/eliminating language as appropriate. Are these still our focus? Should we be looking more at 21st Century Skills that our students need to be good at?

ADOPTED BY BOARD ACTION 10/2/1990
 AMENDED BY BOARD ACTION 3/3/1998
 AMENDED BY BOARD ACTION 10/12/2006
 AMENDED BY BOARD ACTION 12/12/2007

21st Century Skills for Geneseo CUSD Students

Foundational Literacies

How students apply core skills to everyday tasks

Technology Literacy

Financial Literacy

Civic Literacy and Citizenship

Information Literacy

Competencies

How students approach complex challenges

Collaboration and Teamwork

Creativity and Imagination

Critical Thinking and Problem Solving

Oral and Written Communication

Character Qualities

How students approach their changing environment

Flexibility and Adaptability

Leadership

Social Responsibility and Ethics

Initiative

Global and Cultural Awareness

Persistence and Grit

DRAFT

Hanover Research recently analyzed six major educational frameworks designed to improve the development of 21st century skills. This included frameworks and critical skills listed by the [Partnership for 21st Century Skills](#), [Tony Wagner's Seven Survival Skills](#), the [Metiri Group's enGauge framework](#), the [Iowa Core 21st Century Skills](#), developed by the Iowa Department of Education, the [Connecticut State Department of Education](#) and the [Assessment and Teaching of 21st Century Skills \(ATC21S\)](#).

While each framework has slightly different list of critical 21st century skills, all agree on four critical areas for development:

- **Collaboration and teamwork**
- **Creativity and imagination**
- **Critical thinking**
- **Problem solving**

The Hanover Research analysis also identifies a second tier of important 21st century skills, present in five of the six major frameworks:

- **Flexibility and adaptability**
- **Global and cultural awareness**
- **Information literacy**
- **Leadership**

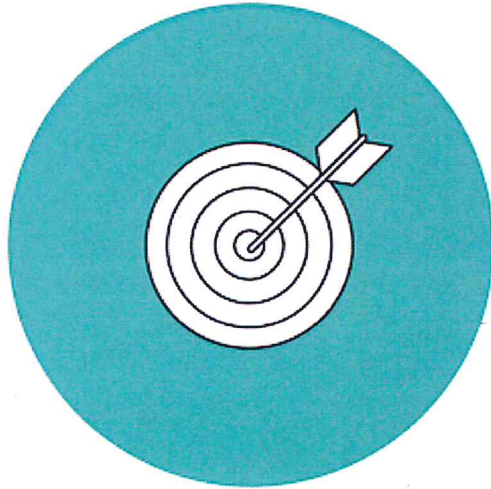
The following skills were present in four of the six frameworks:

- **Civic literacy and citizenship**
- **Oral and written communication skills**
- **Social responsibility and ethics**
- **Technology literacy**
- **Initiative**



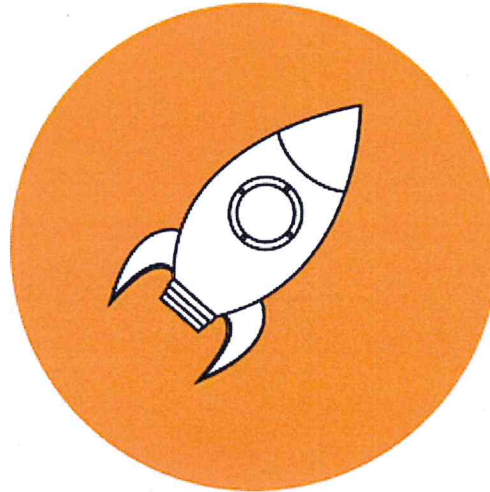
21ST CENTURY SKILLS

World Economic Forum, New Vision for Education (2015)



FOUNDATIONAL LITERACIES

- Literacy
- Numeracy
- ICT literacy
- Scientific literacy
- Financial literacy
- Cultural and civic literacy



COMPETENCIES

- Critical thinking/problem-solving
- Creativity
- Communication
- Collaboration



CHARACTER QUALITIES

- Curiosity
- Initiative
- Persistence/grit
- Adaptability
- Leadership
- Social and cultural awareness

STATEMENT OF ACADEMIC TARGETS

K-5

The District understands that student literacy and numeracy is a vital foundation for overall student academic success. Therefore, the District establishes the following Academic Targets for K-5 students.

1. All students will read at grade level, as measured by District-approved assessments, before the end of the school year.
2. All students who are not reading at grade level at the end of the school year will have demonstrated at least one school year's improvement in their reading, as measured by progress monitoring.
3. All students who are not reading at grade level will have been supported through District-approved intervention systems.
4. All students will have memorized basic math facts and basic problem solving for all operations (Addition, Subtraction, Multiplication and Division) by the end of the 4th grade year at least at the 90% mastery level.
5. All students who have not mastered math facts and basic problem solving will have been supported through District-approved intervention systems.

6-12

The District's vision for maximizing student achievement can be summarized for secondary students in a single statement: *The overarching mission for students in grades 6-12 is to prepare all students for post-secondary education and successful placement in the workforce by increasing students' ability to demonstrate 21st Century School and Workplace skills and use of educational technology.* The two target areas listed below shall be reviewed annually for Board approval, but initially prepare a focus for our work as educators.

Prepare Middle School students for the **EXPLORE PSAT** test as our District's K-8 Culminating Academic Assessment.

Target – Before the end of School Year 2015, increase the number of 8th grade students who meet the EXPLORE benchmarks in the individual tests to 90% in English Composition, 75% in Math and Reading, 60% in Science Reasoning, and 50% of the students meeting all four EXPLORE benchmark scores.

Prepare students for the **ACT SAT** as our District's Culminating Academic Assessment

Target – Before the end of School Year 2015, increase the number of graduating seniors who meet the ACT benchmarks in the individual tests to 85% in English Composition,

70% in Math and Reading, 50% in Science Reasoning, and 50% of the students meeting all four ACT benchmark scores.

The SAT is composed of three main sections — Math, Evidence-Based Reading, and Writing. There is an optional 50-minute essay

Remember also from a recent Board presentation by Nate and Travis, that GHS and GMS are working on implementing the Postsecondary Workforce Act (PWR) which has four components:

1. Postsecondary and Career Expectations (PaCE)
2. Pilot of Competency-based High School Graduation Requirements
3. Scaling of 12th Grade Transitional Courses
4. College & Career Pathway Endorsements on High School Diplomas

ADOPTED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 04/12/2007
AMENDED BY BOARD ACTION 12/12/2007
AMENDED BY BOARD ACTION 06/09/2011

Recommendations: Update the Academic Targets to reflect current practice and assessments. We could look at ISBE's strategic goals which works towards 90% proficiencies by 2032, but what is realistic?

ISBE Strategic Goals

Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All kindergarteners are assessed for readiness
- Ninety percent or more third-grade students are reading at or above grade level
- Ninety percent or more fifth-grade students meet or exceed expectations in mathematics
- Ninety percent or more of ninth-graders are on track to graduate with their cohort
- Ninety percent or more students graduate from high school ready for college and career
- All students are supported by highly prepared and effective teachers and school leaders
- Every school offers a safe and healthy learning environment for all students

Geneseo Strategic Goals/Academic Targets

What defines success for our students? If we decided to model our goals after ISBE's, it might look like the following:

- X% of our kindergarteners are ready for the first day of school. This number is possible in part following the Board's and community's continued commitment to provide our pre-kindergarten program through financial support.
- X% of our third graders are at reading level based on Lexile scores. This number will increase due to the following factors: the change in our reading program and the reading interventions for students not meeting expectations.
- X% of our fifth graders meet or exceed IAR standards in math, this percentage will increase due to our revision of the math program to directly align to the Illinois Learning Standards and our focus on scope and sequence through a curriculum review.
- X% of our ninth graders are on track to graduate, this percentage will increase as a result of our freshmen orientation program, our SAS program, and the interventions we pursue with students who have any failing grades.
- X% of our students are college and career ready as evidenced by the new high school requirement that students pass the local junior college math and English readiness assessment, any student who does not pass the assessment is required to take a non-college credit remedial course in the subject they did not successfully complete. This is our school district's desire that all students will be able to take college-level math and English for college credit after they complete high school.
- X% of our teachers are National Board Certified, this is an increase of X% from five years ago.
- The district has remodeled all entrances to the schools to increase the safety of students and staff. The district partners with the Geneseo Police Department to employ a School Resource Office (SRO).

Geneseo Strategic Goals/Academic Targets

What defines success for our students? If we decided to model our goals after ISBE's, it might look like the following:

- 95% of our kindergarteners who completed our preschool program are ready for the first day of school. This number is possible in part following the Board's and community's continued commitment to provide our pre-kindergarten program through financial support. *This number is not reflected in our cumulative KIDS assessment data, but we cannot control those who do not attend our program.
- 60% (105/176) of our third graders are at reading level based on Lexile scores. This number will increase due to the following factors: the change in our reading program and the reading interventions for students not meeting expectations. *This score represents the percentage of students who were above the National Lexile norm from our Spring MAP assessment.
- 36% of our fifth graders meet or exceed Illinois Assessment of Readiness (IAR) standards in math, this percentage will increase due to our revision of the math program to directly align to the Illinois Learning Standards and our focus on scope and sequence through a curriculum review. *This score comes from our 2017-2018 PARCC results. The 2018-2019 IAR results are not finalized yet.
- 98% of our ninth graders are on track to graduate, this percentage will increase as a result of our freshman orientation program, our SAS program, and the interventions we pursue with students who have any failing grades. *This data comes from the IL Report Card (2017-2018) as is calculated by the number of students who passed 6 or more classes.
- X% of our students are college and career ready as evidenced by the new high school requirement that students pass the local junior college math and English readiness assessment, any student who does not pass the assessment is required to take a non-college credit remedial course in the subject they did not successfully complete. This is our school district's desire that all students will be able to take college-level math and English for college credit after they complete high school. *This course (Transition Math) will be offered for the very first time during the 2019-2020 school year at GHS.
- 12% of our teachers are National Board Certified, ~~this is an increase of X% from five years ago~~. *We have 21 teachers who are currently NBC, with another 17 who have begun the process. Twenty one is the second highest total in the state of Illinois.
- The district has remodeled all entrances to the schools to increase the safety of students and staff. The district partners with the Geneseo Police Department to employ a School Resource Office (SRO).
- 40% of our Juniors met or exceeded on the SAT in ELA (37% state ave.); 36% of our Juniors met or exceeded on the SAT in Math (34% state ave.) *This data comes from our 2017-2018 results.

**Changes from the June Board meeting handout are in Black or have been ~~struck~~

***AFFECTIVE GOALS FOR GENESEO CUSD 228**

~~Realizing that the ultimate success of the educational program of the Geneseo CUSD #228 is measured in terms of the accomplishments of the individual student, the District seeks:~~

- ~~1) To foster students' self-discovery, self-awareness, and self-discipline, enabling them to realize their worth as human beings and to formulate personal sets of values and goals.~~
- ~~2) To stimulate intellectual curiosity, guiding students to learn how to seek further knowledge by familiarizing them with the resources and challenges of the world around them.~~
- ~~3) To provide fundamental career concepts and skills, developing in the students a foundation for further career training.~~
- ~~4) To help the students learn to deal effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual and group differences.~~

***Measuring Affective Goals.** The term “affective growth” is often used in education as a broad term that encompasses observed growth in social and emotional behaviors and attitudes of students.

Adopted By Board Action 10/12/2006

BOARD GOALS FOR GENESEO CUSD 228

Board Goals for 2018-2019

1. The Board of Education shall review options for adoption of a sustainable 3-year budget, make a commitment to a plan, and execute plans to reduce expenses and increase revenues for final implementation.
2. The Board of Education shall finish the initial Project Leaf on time and under budget.
3. The Board of Education shall review alternatives for Phase 2 construction projects and make a decision as to the projects that will follow the initial Project Leaf construction work.

Recommendations: Remove the redundant language from 1:36 that is currently in 1:35 and replace with up-to-date Board Goals for 2019-2020 and review annually. Or remove as a policy completely.

Students

Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in the School Code, Section 26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.

10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

[For high school and unit districts only]

13. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *Students School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.: 105 ILCS 5/26-1 through 16.
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.
23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Behavior), 7:340 (Student Records)

Adopted by Board Action 09/03/1991
Amended by Board Action 03/03/1992
Amended by Board Action 06/01/1999
Amended by Board Action 02/04/2002
Amended by Board Action 05/14/2009
Amended by Board Action 12/09/2010
Amended by Board Action 03/13/2014
Amended by Board Action 05/08/2014
Adopted by Board Action 05/11/2017
Amended by Board Action 05/10/2018
Board Review 07/09/2019

Students

Search and Seizure

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

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

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

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

Students

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

When feasible, the search should be conducted as follows:

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

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

Seizure of Property

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

Notification Regarding Student Accounts or Profiles on Social Networking Websites

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

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.
Right to Privacy in the School Setting Act, 105 ILCS 75/.
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir., 1993).
People v. Dilworth, 661 N.E.2d 310 (Ill., 1996), *cert. denied*, 116 S.Ct. 1692 (1996).
People v. Pruitt, 662 N.E. 2d 540 (Ill.App.1, 1996), *app. denied*, 667 N.E. 2d 1061 (Ill.App.1, 1996).
T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).
Vernonia School Dist. 47J v. Acton, 115 S.Ct. 2386 (1995).
Safford Unified School Dist. No. 1 v. Redding, 129 S. Ct. 2633 (2009).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Behavior)

Adopted by Board Action 09/03/1991
Amended by Board Action 04/05/1994
Amended by Board Action 06/01/1999
Amended by Board Action 02/04/2002
Amended by Board Action 01/09/2008
Amended by Board Action 05/08/2014
Board Review 07/09/2019