

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)

ADOPTED BY BOARD ACTION 10/02/1990

AMENDED BY BOARD ACTION 03/03/1998

AMENDED BY BOARD ACTION 10/12/2006

REAFFIRMED BY BOARD ACTION 09/12/2019

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:

Regional Safe School

Henry-Stark Special Education Cooperative #801

Bureau, Henry, and Stark Counties Regional Office of Education

Quad City CTE Consortium

Iowa-Illinois School Food Cooperative

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.

ADOPTED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006
AMENDED BY BOARD ACTION 09/12/2019

School District Organization

School District Mission Statement

To ensure every student has access to the best educational experience he or she can through a safe and caring environment, with high expectations for achievement, while being good stewards of district finances.

School District Vision Statement

TEACH • LEARN • CARE

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

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
AMENDED BY BOARD ACTION 09/12/2019

Focused Measures of the Geneseo CUSD 228 Educational Experience

- 95% of the kindergarten students who completed our preschool program are ready for the first day of school.¹ This number is possible in part by the Board's and community's continued commitment to provide our pre-school program financial support in the absence of the Preschool For All (PFA) grant.
- 86% of our third grade students are reading at grade-level based on Lexile scores.² This number will increase due to the following factors: improvements in our reading program and the reading interventions for students not meeting expectations.
- 29% of our fifth grade students meet or exceed Illinois Assessment of Readiness (IAR) standards in Math.³ This percentage will increase due to our revision of the Math program to directly align to the Illinois Learning Standards, our focus on scope and sequence through a curriculum review, and a new Math intervention program (Reflex: Math Fact Fluency).
- 100% of eighth grade students complete a postsecondary college and career exploratory project, researching future career aspirations based on strengths and interests, preparing them for a potential College & Career Pathway Endorsement on their high school diploma.
- 99% of our ninth grade students are on track to graduate.⁴ This percentage will be maintained as a result of our freshman orientation program, our Strategies for Academic Success (SAS) program, and the interventions we implement for 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 readiness assessment.⁵ 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. It is our school district's desire that all students will be able to take college-level Math for college credit after they complete high school, even if they choose not to do so.
- 12% of our teachers are National Board Certified.⁶ This is an increase of 10% from five years ago and is a result of the Board's financial commitment to, belief in, and support of the certification.
- The district has remodeled all main entrances to the schools, making them secured entrances, to increase the safety of students and staff. The district partners with the Geneseo Police Department to employ a School Resource Officer (SRO).
- 40% of our Juniors met or exceeded on the Scholastic Aptitude Test (SAT) in English and Language Arts (ELA) [37% state average]; 36% of our Juniors met or exceeded on the SAT in Math [34% state average].⁷ The 2018-2019 school year was the third year the state of Illinois required all Juniors to take the SAT. This percentage will increase with continued professional development for staff, continued student support through Khan Academy, and familiarity with the Preliminary Scholastic Aptitude Test (PSAT) by our Freshman and Sophomores.
- 55%. Regarding stewardship, the percentage of dollars Geneseo CUSD 228 spends per pupil on instructional costs compared to the state average.⁸ This percentage needs further examination and reflection with regards to local capacity, adequacy, and educational performance outcomes.

Glossary of Terms

Preschool For All (PFA) - Preschool for All is Illinois' promise that all three- and four-year-olds can engage in the early learning experiences they need to succeed in school and in life. Preschool for All is a high quality program that brings together qualified staff, a proven curriculum and parent involvement to help prepare children for success in school. There is no cost to parents for part day Preschool for All or Head Start programs.

Lexile - A Lexile measure is defined as "the numeric representation of an individual's reading ability or a text's readability (or difficulty), followed by an "L" (Lexile)".

Illinois Assessment of Readiness (IAR) - The Illinois Assessment of Readiness is a federally required measure of student mastery of the Illinois Learning Standards in English Language Arts and Mathematics in grades 3 through 8 -- as well as their readiness for what's next.

Illinois Learning Standards - The Illinois Learning Standards establish expectations for what all students should know and be able to do in each subject at each grade. The standards emphasize depth over breadth, building upon key concepts as students advance. The standards promote student-driven learning and the application of knowledge to real world situations to help students develop deep conceptual understanding. Intentionally rigorous, the Illinois Learning Standards prepare students for the challenges of college and career.

Strategies for Academic Success (SAS) – Interventions designed to provide researched-based supports to students' deficit skill areas in reading, math and executive functioning skills.

National Board Certified – National Board Certification is an advanced, voluntary teaching credential that identifies teachers who have met the high and rigorous standards of the National Board for Professional Teaching Standards (NBPTS). It was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools across the nation.

Scholastic Aptitude Test – a set of standardized college admissions tests developed by the College Board, the principal one measuring mathematical and verbal reasoning, and others measuring knowledge in specific subject areas.

Khan Academy - Khan Academy is a non-profit educational organization created in 2008 by Salman Khan with the goal of creating a set of online tools that help educate students. The College Board professes that students who used its free online practice course through Khan Academy for as little as six to eight hours gained 90 points on average between their PSAT and SAT scores.

Kindergarten Individual Development Survey (KIDS) - an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

Illinois State Board of Education (ISBE) - The Illinois State Board of Education administers public education in the state of Illinois. The State Board consists of nine members who are appointed by the Governor with the consent of the Senate.

Instructional Spending Per Pupil - Instructional Spending Per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.

Footnotes

1. This figure comes from the Board report Northside Elementary principal Alex Kashner gave in 2019 and reflects 2017-2018 data. This figure is impressive when compared to our cumulative Kindergarten Individual Development Survey (KIDS) assessment data. The Illinois State Board of Education (ISBE) cautions against viewing KIDS data as a reflection on a district since you cannot control the readiness of those students who do not attend your preschool program.
2. This score represents the percentage of students from our Spring 2019 MAP assessment who were at or above the College and Career Readiness Lexile range according to MetaMetrics. (151/176 students)
3. This score comes from our 2018-2019 IAR results. (52/181 students)
4. This data comes from the IL Report Card (2017-2018). Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science).
5. This course (Transition Math) will be offered for the very first time during the 2019-2020 school year at GHS. Data will be collected and reviewed after its completion.
6. We have 21 teachers (21/169) who are currently NBC, with another 17 who have begun the process. Twenty one is one of the highest totals for a district in the state of Illinois. As of 12/16/17, we only had four NBCTs.
7. This data comes from our 2018-2019 SAT results. For ELA, (78/194) students, and for Math, (66/194) students.
8. The district spends \$4,390 per pupil on instructional costs compared to the state average of \$8,024 per pupil. The district spends \$9,300 per pupil on operational costs compared to the state average of \$13,337. Operational Spending Per Pupil includes all costs associated with a district's operating costs over the regular school year, such as transportation, building maintenance, salaries, etc. These figures represent data from the FY18 budget. The amount of money a district spends on each student is often greatly dependent upon the local tax base. Therefore, it is important to understand how this money is allocated to various school supports, such as transportation, teaching staff, student resources, school personnel resources, and other functions.

*Replaces Board Policies 1:35, 1:35-1 (Statement of Academic Targets), and 1:36

ADOPTED BY BOARD ACTION 09/12/2019

School Board

Qualifications, Term, and Duties of Board Officers

The School Board officers are: President, Vice President, Secretary, and Treasurer. These officers are elected or appointed by the Board at its organizational meeting.

President

The Board elects a President from its members for a two-year term. The duties of the President are to:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments, unless specifically stated otherwise;
4. Attend and observe any Board committee meeting at his or her discretion;
5. Represent the Board on other boards or agencies;
6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
7. Call special meetings of the Board;
8. Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
9. Ensure that a quorum of the Board is physically present at all Board meetings;
10. Administer the oath of office to new Board members; and
11. Serve as the Board's official spokesperson to the media.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency.

Vice President

The Board elects a Vice President from its members for a two-year term. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

Secretary

The Board elects a Secretary for a two-year term. The Secretary may be, but is not required to be, a Board member. The Secretary may receive reasonable compensation as determined by the Board before appointment. However, if the Secretary is a Board member, the compensation shall not exceed \$500 per year, as fixed by the Board at least 180 days before the beginning of the term. The duties of the Secretary are to:

1. Keep minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;
2. Mail meeting notification and agenda to news media who have officially requested copies;
3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the Regional Superintendent;
5. Act as the local election official for the District;
6. Arrange public inspection of the budget before adoption;
7. Publish required notices;
8. Sign official District documents requiring the Secretary's signature; and

9. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

Recording Secretary

The Board may appoint a Recording Secretary who is a staff member. The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

Treasurer

The Treasurer of the Board shall be either a member of the Board who serves a one-year term or a non-Board member who serves at the Board's pleasure. A Treasurer who is a Board member may not be compensated. A Treasurer who is not a Board member may be compensated provided it is established before the appointment. The Treasurer must:

1. Be at least 21 years old;
2. Not be a member of the County Board of School Trustees; and
3. Have a financial background or related experience, or 12 credit hours of college-level accounting.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the full Board;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board; and
5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

LEGAL REF.: 5 ILCS 120/7 and 420/4A-106.
105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8,
5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, and 5/17-1.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:210 (Organizational School Board Meeting), 2:220 (School Board Meeting Procedure)

Adopted by Board Action 07/11/1998
Amended by Board Action 06/02/1998
Amended by Board Action 11/14/2007
Amended by Board Action 12/10/2009
Amended by Board Action 05/08/2014
Reviewed by Board Action 06/11/2015
Board Review 08/08/2019

School Board

Communications To and From the Board

The School Board welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website. The Superintendent or designee shall:

1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and
2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
50 ILCS 205/20, Local Records Act.

CROSS REF.: 2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and Concerns)

Adopted by Board Action 04/07/1998
Amended by Board Action 03/06/2001
Amended by Board Action 11/14/2007
Amended by Board Action 06/11/2015
Board Review 08/08/2019

School Board

Public Participation at School Board Meetings and Petitions to the Board

At each regular and special open meeting, the members of the public and District employees may comment to or ask questions of the Board, subject to reasonable constraints.

The individuals appearing before the Board shall follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President.
2. Identify oneself and be brief. Ordinarily, comments shall be limited to 3 minutes. In unusual circumstances, and when an individual has made a request in advance to speak for a longer period of time, the individual may be allowed to speak for more than 3 minutes.
3. The Board President may shorten or lengthen an individual's opportunity to speak. The President may also deny an individual the opportunity if the individual has previously addressed the Board on the same subject within the past 2 months.
4. The Board President shall have the authority to determine procedural matters regarding public participation not otherwise defined in Board policy.
5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy, 8:30, *Visitors to and Conduct on School Property*.

Petitions or written correspondence to the Board shall be presented to the Board at the next regularly scheduled Board meeting.

LEGAL REF.: 5 ILCS 120/2.06.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:220 (School Board Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

Adopted by Board Action 11/06/1990
Amended by Board Action 04/07/1998
Amended by Board Action 11/14/2007
Reviewed by Board Action 06/11/2015
Board Review 08/08/2019

School Board

Board Policy Development

The School Board governs using written policies. Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

Policy Development

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions shall be processed through the Superintendent. Suggestions from all others shall be made to the Board President or the Superintendent.

A Board Policy Committee may consider policy suggestions, and provide information and recommendations to the Superintendent. The Superintendent may then make a final recommendation to the full School Board.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board Attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further Board consideration will be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

The Board policies are available for public inspection in the District's main office during regular office hours. Copy requests should be made pursuant to Board policy 2:250, *Access to District's Public Records*.

Board Policy Review and Monitoring

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar.

Superintendent Implementation

The Board will support any reasonable interpretation of Board policy made by the Superintendent. If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.: 105 ILCS 5/10-20.5.

CROSS REF.: 2:150 (Committees), 2:250 (Access to District's Public Records), 3:40 (Superintendent)

Adopted by Board Action 09/03/1985
Amended by Board Action 04/07/1998
Amended by Board Action 11/14/2007
Amended by Board Action 06/11/2015
Board Review 08/08/2019

General School Administration

Goals and Objectives

The Superintendent directs the administration in order to manage the School District and to facilitate and lead the implementation of a quality educational program in alignment with Board policy 1:30, *School District Philosophy*. Specific goals and objectives are to:

1. Provide educational expertise.
2. Plan, organize, implement and evaluate educational programs that will provide for students' mastery of the Illinois Learning Standards.
3. Meet or exceed student performance and academic improvement goals established by the Board.
4. Develop and maintain channels for communication between the school and community.
5. Develop an administrative procedures manual and handbooks for personnel and students that are in alignment with Board policy.
6. Manage the District's fiscal and business activities to ensure financial health, cost-effectiveness, and protection of the District's assets.
7. Provide for the proper use, reasonable care, and appropriate maintenance of the District's real and person property, including buildings, equipment, and supplies.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-21.4, and 5/10-21.4a.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board), 2:130 (Board Superintendent Relationship), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 6:10 (Educational Philosophy and Objectives)

Adopted by Board Action 09/03/1985
Amended by Board Action 12/04/1990
Amended by Board Action 06/02/1998
Amended by Board Action 12/12/2007
Amended by Board Action 10/13/2016
Board Review 08/08/2019

Administrative Responsibility of the Building Principal

Duties and Authority

The School Board, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools, and may employ Assistant Principals. The primary responsibility of a Building Principal is the improvement of instruction. Each Building Principal shall perform all duties as described in State law as well as such other duties as specified in his or her employment agreement or as the Superintendent may assign, that are consistent with the Building Principal's education and training. Each Building Principal and Assistant Principal shall complete State law requirements to be a prequalified evaluator before conducting an evaluation of a teacher or assistant principal.

Evaluation Plan

The Superintendent or designee shall implement an evaluation plan for Principals and Assistant Principals that complies with Section 24A-15 of the School Code and relevant Illinois State Board of Education rules. Using that plan, the Superintendent or designee shall evaluate each Building Principal and Assistant Principal. The Superintendent or designee may conduct additional evaluations.

Qualifications and Other Terms and Conditions of Employment

Qualifications and other terms and conditions of employment are found in Board policy 3:50, *Administrative Personnel Other Than the Superintendent*.

LEGAL REF.: 10 ILCS 5/4-6.2.
105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, and 5/24A-15.
105 ILCS 127/.
23 Ill.Admin.Code Parts 35 and 50, Subpart D.

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:250 (Leaves of Absence)

Adopted by Board Action 09/03/1985
Amended by Board Action 12/04/1990
Amended by Board Action 08/04/1998
Amended by Board Action 12/12/2007
Amended by Board Action 10/13/2016
Board Review 08/08/2019

Operational Services

Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.

The School District seeks to maintain a year-end fund balance to revenue ratio of no less than 15-20 percent, as calculated under the Ill. State Board of Education's *School District Financial Profile*.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted by Board Action 01/08/1991
Amended by Board Action 08/04/1998
Amended by Board Action 11/13/2008
Accepted by Board Action 03/14/2019
Board Review 08/08/2019

Operational Services

Activity Funds

The School Board, upon the Superintendent or designee's recommendation, establishes student activity funds to be managed by student organizations under the guidance and direction of a staff member for educational, recreational, or cultural purposes.

The Superintendent or designee shall: (1) be responsible for supervising student activity funds in accordance with Board policy, 4:80, *Accounting and Audits*, and State law, and (2) have all of the responsibilities listed in the Illinois State Board of Education rules for student activity funds. The Board will appoint a treasurer for each fund to serve as the fund's sole custodian and be bonded in accordance with The School Code. The treasurer shall have all of the authority and responsibilities listed in the Illinois State Board of Education rules for school activity funds, except that the treasurer must have the Board's approval before making a loan between activity funds.

Unless otherwise instructed by the Board, a student activity fund's balance will carry over to the next fiscal year. An account containing student activity funds that is inactive for 12 consecutive months shall be closed and its funds transferred to another student activity fund with a similar purpose.

LEGAL REF.: 105 ILCS 5/8-2 and 5/10-20.19.
23 Ill.Admin.Code §§100.20 and 100.80.

CROSS REF.: 4:80 (Accounting and Audits), 7:325 (Student Fund-Raising Activities)

Adopted by Board Action 10/01/1991
Amended by Board Action 05/06/2002
Amended by Board Action 08/14/2008
Reviewed by Board Action 11/10/2016
Board Review 08/08/2019

General Personnel

Compliance with the Fair Labor Standards Act

Job Classifications

The Superintendent will ensure that all job positions are identified as either “exempt” or “non-exempt” according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are “exempt” or “non-exempt.” “Exempt” and “non-exempt” employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. “Overtime” is time worked in excess of 40 hours in a single workweek.

Overtime

The School Board discourages overtime work by non-exempt employees. A non-exempt employee shall not work overtime without his or her supervisor’s express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee’s written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off*. The District prefers to compensate for overtime rather than compensatory time off. The determination of which shall be used is at the discretion of the Superintendent or designee.

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Certificated employees may be suspended without pay in accordance with Board policy 5:240, *Professional Personnel - Suspension*. Non-certificated employees may be suspended without pay in accordance with Board policy 5:290, *Educational Support Personnel - Employment Termination and Suspensions*.

Implementation

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.: 820 ILCS 105/4a.
Fair Labor Standards Act, 29 U.S.C. §201 et seq., 29 C.F.R. Parts 516, 541, 548,
553, 778, and 785.

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions), 5:310
(Compensatory Time-Off)

Adopted by Board Action 03/12/2009
Board Review 08/08/2019

General Personnel

Communicable and Chronic Infectious Disease

The Superintendent shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies.

An employee with a communicable or chronic infectious disease is expected to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. The Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Review Team shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law.

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.; 29 C.F.R. §1630.1 et seq.
Rehabilitation Act of 1973, 29 U.S.C. §791; 34 C.F.R. §104.1 et seq.
20 ILCS 2305/6.
105 ILCS 5/24-5.
820 ILCS 40/1 et seq.
Control of Communicable Diseases, 77 Ill.Admin.Code Part 690.

CROSS REF.: 2:150 (Committees), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

Adopted by Board Action 07/11/1989
Amended by Board Action 05/01/2001
Amended by Board Action 03/12/2009
Board Review 08/08/2019

General Personnel

Responsibilities Concerning Internal Information

District employees are responsible for maintaining: (1) the integrity and security of all internal information, and (2) the privacy of confidential records, including but not limited to: student school records, personnel records, and the minutes of, and material disclosed in, a closed School Board meeting. Internal information is any information, oral or recorded in electronic or paper format, maintained by the District or used by the District or its employees. The Superintendent or designee shall manage procedures for safeguarding the integrity, security, and, as appropriate, confidentiality of internal information.

LEGAL REF.: 20 U.S.C. §1232g.
45 C.F.R. §164.502.
5 ILCS 140/1 et seq.
50 ILCS 205/1 et seq.
105 ILCS 10/1 et seq.
820 ILCS 40/1 et seq.

CROSS REF.: 2:140 (Communications To and From the Board), 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

Adopted by Board Policy 03/12/2009
Board Review 08/08/2019

General Personnel

Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The School Board's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of their gross salary.

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes an employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, or 90 days within 120 consecutive school days in a school year due to illness or incapacity, or exhaustion of sick leave, whichever is greater, such absence may be considered a permanent disability and the Board may consider beginning dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the employee returned to work intermittently in order to avoid this paragraph's application.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant if the examination is job-related and consistent with business necessity.

When an accident occurs at work, the insured employee's immediate supervisor must complete the Accident Investigation Report Form. This supervisor will interview the injured worker and document all pertinent facts surrounding the accident. The Accident Investigation Report Form should be forwarded to the Superintendent's office for further review and processing.

In the event of a work-related injury, employees must immediately report their injury to their immediate supervisor or the Superintendent's office. Violators of this policy will receive a written reprimand and this information will be included in their personnel file.

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §12102.
105 ILCS 5/10-22.4, 5/24-12, and 5/24-13.
Elder v. School Dist. No.127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965).
School District No. 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Adopted by Board Action 06/04/2001
Amended by Board Action 03/03/2003
Amended by Board Action 03/12/2009
Board Review 08/08/2019

Educational Support Personnel

Compensatory Time-Off

This policy governs the use of compensatory time-off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, 29 U.S.C. §201 et seq., and (2) are not represented by an exclusive bargaining representative.

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. Other than as provided below, at no time may an employee's accumulated compensatory time-off exceed 60 hours, which represents compensation for 40 hours of overtime. An employee whose work regularly includes public safety, emergency response, or seasonal activities may accumulate a maximum of 90 hours of compensatory time, which represents compensation for 60 hours of overtime. If an employee accrues the maximum number of compensatory time-off hours, the employee: (1) is paid for any additional overtime hours worked, at the rate of one and one-half times the employee's regular hourly rate of pay, and (2) does not accumulate compensatory time-off until the employee uses an equal amount of accrued time-off.

An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time-off.

Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:

1. The average regular rate received by such employee during the last three years of employment; or
2. The final regular rate received by such employee.

Compensatory time-off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime compensation.

Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

LEGAL REF.: Fair Labor Standards Act, 29 U.S.C. §201 et seq.; 29 C.F.R. Part 553.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

Adopted by Board Action 03/12/2009
Board Review 08/08/2019

Instruction

Curriculum Development

Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
6. The curriculum District-wide and articulated across all grade levels,
7. The Illinois State Learning Standards and any District learning standards, and
8. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs. The Board Committees shall also be involved in this review.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.: 34 C.F.R. Part 106.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:90 (Kindergarten), 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:15 (Student and Family Privacy Rights)

Adopted by Board Action 10/01/2001
Amended by Board Action 04/07/2003
Amended by Board Action 03/11/2008
Board Review 08/08/2019

Instruction

Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time-to-time
- Graduation incentives program
- Credit Recovery Opportunities
- Remediation program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/13B-1 et seq., 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 7:70 (Attendance and Truancy)

Adopted by Board Action 10/01/2001
Amended by Board Action 04/07/2003
Amended by Board Action 04/16/2009
Board Review 08/08/2019

Instruction

Access to Electronic Networks

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

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

Curriculum and Appropriate Online Behavior

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

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

Acceptable Use

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

Internet Safety

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

1. Ensure staff supervision of student access to online electronic networks,

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

Authorization for Electronic Network Access

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

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

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

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
 Children’s Internet Protection Act, 47 U.S.C. §254(h) and (l).
 Enhancing Education Through Technology Act, 20 U.S.C §6751 *et seq.*
 47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
 720 ILCS 5/26.5.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools)

ADMIN. PROC.: 6:235-AP1 (Administrative Procedure - Acceptable Use of the District’s Electronic Networks), 6:235-API, E1 (Student Authorization for Access to the District’s Electronic Networks), 6:235-API, E2 (Exhibit - Staff Authorization for Access to the District’s Electronic Networks)

Adopted by Board Action 09/01/1998
 Amended by Board Action 11/14/2007
 Amended by Board Action 08/09/2012
 Board Review 08/08/2019

Instruction

Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers the State assessment system, known as the *Illinois Assessment of Readiness* (IAR), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.
4. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30th day of each school year, and (2) made publicly available to parents/guardians of students. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
105 ILCS 10/, Illinois School Student Records Act.
105 ILCS 5/2-3.63, 5/2-3.64a-5, 5/10-17a, 5/22-82, and 5/27-1.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

Adopted by Board Action 09/03/1985
Amended by Board Action 08/06/1991
Amended by Board Action 12/03/2001
Amended by Board Action 04/16/2009
Amended by Board Action 05/11/2017
Amended by Board Action 05/10/2018
Board Review 08/08/2019

Students

Vandalism

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property. The students involved may also face disciplinary action up to and including expulsion.

LEGAL REF.: 740 ILCS 115/.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline)

Adopted by Board Action 05/14/2009
Approved by Board Action 06/14/2018
Board Review 08/08/2019