

**IASB POLICY REFERENCE MANUAL
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School District Organization

School District Legal Status ¹

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 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 School Board 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)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content.

School District Organization

District Organization, Operations, and Cooperative Agreements ¹

The District is organized and operates as follows:

Warren Community Unit School District #205

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. ² 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 School Board concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements: ³

Eagle Ridge Vocational Center, Northwest Special Education Cooperative

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

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content.

² Ill. Constitution, Art. VII, Sec. 10; 5 ILCS 220/1 et seq.

³ In some districts, the joint programs and intergovernmental agreements in which they participate change frequently; boards in those districts should omit this sentence and should not list the joint programs and intergovernmental agreements.

School District Organization

Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests

The Superintendent completes this checklist whenever the District receives a request to enter into an intergovernmental agreement. ¹

- Acknowledge the receipt of the request to the sender.
- Confer with the Board President as to when to put the request on an open meeting agenda as a discussion and/or action item.
- Inform the request's sender approximately when the request will be presented to the Board.
- Investigate the factual context and the impact of granting or not granting the request.
- Prepare an evaluation of the request and a recommendation that takes into account the Board's priority in the allocating resources, including funds, time, personnel, and facilities, is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. ²
- Include the evaluation and recommendation in the appropriate Board meeting packet.

¹ If the pre-existing process for handling requests to enter into an intergovernmental agreement is that the board receives all requests, use the following alternative:

Whenever the Board, having received a request to enter into an intergovernmental agreement, requests the Superintendent to provide an evaluation and recommendation, the Superintendent will:

² The language describing what must be considered is from board policy 6:15, *School Accountability*. Neither federal nor State law requires districts to enter into an intergovernmental agreement to accept students under §1116 of No Child Left Behind. Some issues for consideration include: (1) space availability, (2) teacher-student ratio, (3) available resources, (4) costs, (5) effect on General State Aid, transportation reimbursement, special education reimbursement, (6) rival gang factors and other safety concerns, and (7) current levels of school performance.

School District Organization

School District Philosophy ¹

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum, a knowledgeable and dedicated staff, and sound fiscal and management practices.

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

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ The text in this sample policy should be replaced with the district's mission statement, if any. A mission statement describes the district's purpose for existing and what it hopes to achieve. Usually a mission statement will not contain short-term goals and objectives because these are the measures for accomplishing the mission. This policy should be reviewed periodically to ensure that it is current, effective, and dynamic.

SCHOOL DISTRICT ORGANIZATIONNON-DISCRIMINATION

The school system shall establish and maintain an atmosphere in which all persons can develop attitudes and skills for effective, cooperative living, including:

respect for individual regardless of economic status, intellectual ability, race, creed, color, religion, sex, or age;

respect for cultural differences;

respect for economic, political and social rights of others;

respect for the right of others to seek and maintain their own identities.

SCHOOL DISTRICT ORGANIZATION

EDUCATIONAL PHILOSOPHY

We, the members of the School Board of Warren CUSD #205, as legal officials of the State of Illinois, duly elected by the people of the District, are obligated to the youth of our District to ensure that their educational needs are met in the best possible manner. We will exhibit leadership in all endeavors to improve the District's educational programs and facilities.

We believe that the educational program should provide students with the opportunity to develop to his/her fullest capacity in the areas of mental, physical, and emotional needs.

We feel that the following statements should be the goals of the school, family, and community in providing a well-rounded education. Each student should strive to:

1. Attain, commensurate with his/her abilities, his/her optimum proficiency in language arts, mathematics, sciences, social sciences, fine arts, physical development, and health.
2. Develop an ethical sense which will help him/her manifest tolerance, kindness, courtesy, honesty, justice to all others and responsibility for his/her actions.
3. Develop an appreciation for his/her role in the family and in civic groups.
4. Develop skills for effective participation in the democratic processes.
5. Develop knowledge, understanding and appreciation of the natural environment.
6. Develop economic competence as a consumer.
7. Begin to develop saleable skills and vocational competence.
8. Explore and develop an appreciation of the arts.
9. Develop an awareness of the need for continuous learning and self-improvement.

We will strive to provide the citizens of this community with the most complete educational program possible. Every effort will be made:

1. To provide the highest moral, ethical and professional leadership.
2. To secure in the judgment of the School Board the best personnel available within the framework of the Illinois School Code.
3. To inform the employees of any actions of the School Board pertinent to their particular interests.

4. To make the best use of the physical plant that was provided by the taxpayers.
5. To advise and inform the lay public from time to time of all school activities and to seek their advice.

SCHOOL DISTRICT ORGANIZATION

LONG RANGE PLANNING

Long range as well as short term goals are necessary for the continuation and growth of the educational program.

1. Constant review and evaluation of the educational plans are necessary for growth and excellence.
2. Educational leadership , as provided by the Superintendent, is necessary for the implementation of curriculum innovations.
3. Fiscal responsibility is achieved and maintained through planning.
4. The administrative staff is charged with the responsibility of keeping the School Board apprised of the current and future status of the educational program. The status report may include but not be limited to:

a review and evaluation of the present curriculum;

a projection of curriculum needs;

a projection of resource needs and availability for instructional programs;

a plan for the implementation of new or revised instructional programs;

a review of staff organization and projection of staff assignments;

a review of present facilities and a projection of facility needs.

SCHOOL DISTRICT ORGANIZATION

STATEMENT OF OBJECTIVES

Realizing that the ultimate success of the educational program of the District is measured in terms of the accomplishments of students, the Warren Community Unit School District # 205 School Board, in cooperation with the family and the community, has the following objectives:

To develop a positive attitude toward and practice those disciplines which will produce a healthy mind and body.

To develop an awareness of present and past cultures and civilizations, acquainting students with the variations in mankind's cultural patterns and with the evolution of his natural and cultural heritage.

To stimulate intellectual curiosity, guiding students to learn how to seek further knowledge by familiarizing him/her with resources and challenges of the world around him/her.

To provide fundamental career concepts and skills, developing in students a foundation for further career training.

To develop in students proficient communication skills.

To encourage an appreciation of the arts.

To encourage students to discover and build from his/her individual strengths and to develop an awareness of the value of striving toward excellence and mastery of skills.

To help students learn to deal effectively with other people, encouraging in him/her a sensitivity to the needs and values of others and a respect for individual and group differences.

To encourage social and personal responsibility.

To develop an understanding of consumer education and economic principles.

To develop in children, youth and adults an understanding and appreciation of the forces and ideals which have made America great and a sense of their personal responsibilities as citizens of the community, of Illinois, of the United States, and of the world.

To develop a moral and ethical sense in students so that they will manifest self control, honesty, fairness, justice, tolerance, courtesy and kindness to others.