

**GURNEE SCHOOL DISTRICT 56
BOARD OF EDUCATION POLICY MANUAL
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SECTION 1 - SCHOOL DISTRICT ORGANIZATION**

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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 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 Board of Education 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 Board of Education)

ADOPTED: January 24, 2007

School District Organization

District Organization, Operations, and Cooperative Agreements

The District is organized and operates as an Elementary District serving the needs of children in grades Pre-K through 8 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 program and intergovernmental agreement:

*Special Education District of Lake County (SEDOL)
Lake County Reading Recovery Consortium*

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

ADOPTED: January 24, 2007

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.
- Inform the request's sender approximately when the request will be presented to the Board.
- Collect information about the request, including the factual context, and determine the impact of granting or not granting the request considering that the District gives priority in the allocation of resources, including funds, time, personnel, and facilities, to 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
- Prepare an evaluation of the request and a recommendation.
- Include the evaluation and recommendation in the appropriate Board meeting packet.

The footnotes should be removed before the material is used.

¹ If the pre-existing process for handing 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 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 level of school performance.

School District Organization

School District Philosophy

Mission Statement

The significance of the mission statement is to embody into a one-sentence statement the purpose and function of the School District. The mission statement is the keystone of the District and everything else is derived from and will be evaluated by the District's identified mission.

“Education that inspires...Opportunities for all”

Educational Philosophy

The Educational Philosophy statement represents the District's operational commitment to achieve results. The following statements represent the ethical code supporting the District's convictions and illustrate the ethical standards for behavior of the School District.

We Believe:

- Children are the first priority.
- Every decision and action must be based on the needs of children.
- Diverse opportunities and challenges allow for each student's gifts and talents to be discovered and encouraged.
- District 56 has the responsibility to offer a wide range of learning opportunities. Through experience in areas such as athletics, fine arts, and clubs, children can explore their interests and discover talents and joys beyond the routine education program.
- Each student's opportunity for independence and success is maximized through the emphasis of all essential life skills, including reading, writing and mathematics.
- District 56 has the responsibility to emphasize the basic and crucial skills of reading, writing, and mathematics whenever they are realistic goals for a student. An acknowledgement of and sensitivity to each student's individual abilities and potential must be an integral part of that student's educational path.
- In a learning community of integrity that promotes positive character and good citizenship.
- All members of the learning community practice respect and responsibility.
- An emotionally and physically comfortable, safe environment is most conducive for effective teaching and learning.
- The schools should be free of physical hazards, as well as, social and emotional threats. All members of the learning community are entitled to a mutually comfortable area, which encourages risk-taking and facilitates learning.
- In a learning community where students are supported to become self-directed, lifelong learners.
- We define a “learning community” as a place where cultural diversity is celebrated and academic needs are recognized and supported. This belief encourages students to use what they have learned and experienced to become critical and creative problem solvers.
- In the Optimal use of all resources.
- District 56 has the responsibility to maximize the talents and energies of all human resources within the community. In addition, we will efficiently utilize all available facilities, time, and finances.

- The alliance of home, school and community promotes student success.
- Everyone concerned with the child's development has a unique role in this partnership.

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

ADOPTED: January 24, 2007