

**IASB POLICY REFERENCE MANUAL
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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 serving a resident 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; Indemnification)

ADOPTED: SEPTEMBER 2021

School District Organization

School District Legal Status

The Constitution of Illinois requires the General Assembly to provide a thorough and efficient system of free schools, wherein all children of the States may receive a good common school education.

The General Assembly has implemented this constitutional mandate through the creation of school districts of various types (Districts #17 & #505). Ohio, Illinois, a common school district, is governed by laws set forth for school districts having a population of not fewer than 1,000 and not more than 500,000 persons.

The School District constitutes a body politic and corporate which possess 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 (with title to real estate being held by the Regional Board of School Trustees), and enter into such obligations as are authorized by law.

LEG. REF.: III. Const., Art. X, Sec. 1.
III. Rev. Stat., ch. 122, para, 10-10 (1983)
III. Rev. Stat., ch. 122, para, 10-2 (1983)

ADOPTED: 2008

SCHOOL DISTRICT ORGANIZATION

DISTRICT ORGANIZATION, OPERATIONS AND COOPERATIVE AGREEMENTS

The two District's is organized and operates as follows:

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

Each District participates in the following joint programs:

1. *Whiteside Area Vocational Center, Sterling, Illinois*
2. *Bureau, Marshall, Putnam Special Education Cooperation*
3. *Alternative Education – District #340 Administers Program*
4. *Behavioral Disorder – District #340 Administers Program*

LEGAL REF.: Ill. Constitution, Art. VII, Sec. 10. 5 ILCS 220/, Intergovernmental Cooperation Act1 et seq.

ADOPTED: September 2021

OHIO COMMUNITY SCHOOL DISTRICTS #17 & #505**1:20.1****School District Organization****The People and Their School District**

The public schools belong to the people. The people govern the schools under rights guaranteed to them by the Constitution and statutes of the State of Illinois. The people exercise their proprietorship through the elective process. They elect state and federal representatives who establish-through the Illinois General Assembly and the United States Congress-the framework of law within which the schools operate. The people elect a school board to represent them and to determine the local educational plans and policies and to establish publicly-endorsed educational goals and objectives. The School Board functions as an agent of the public within this framework.

The people are the ultimate governors of public education and the School Board is directly accountable to the people. Accountability is a shared responsibility involving students, teachers, other school personnel, the Superintendent of Schools, and the general public.

LEG. REF.: III. Const., Art. X.

ADOPTED: 2008

OHIO COMMUNITY SCHOOL DISTRICTS #17 & 505**1:20.2****School District Organization****Organization For Instruction**

The organizational framework within which educational services are provided to students in District #505 consists of a high school. The high school includes students enrolled in grades nine through twelve.

The organizational framework within which educational services are provided to students in District #17 consists of an elementary school. The elementary school enrolls children usually included in kindergarten through grade eight.

The professional staff may design, with the approval of the Board of Education, grouping patterns which they consider most advantageous to their students. For purposes of attendance reporting and records, however, each child must be identified as to grade level placement.

Draft: 3/26/79

ADOPTED: 2008

OHIO COMMUNITY SCHOOL DISTRICTS #17 & #505**1:20.3****School District Organization****Non-Discrimination**

The District shall treat all persons equally without regard to race, color, creed, national origin, sex, handicaps unrelated to the function to be performed and any other characteristics which an individual may have. This commitment relates to employment practices, the education of children and relations with the community at large.

Specifically, the District shall:

1. Employ and promote individuals solely on the basis of their qualifications and without regard to the characteristics outlined above.
2. Provide for a continuous examination of all parts of the curriculum to make sure that it emphasizes positive human relationship.
3. Assign and educate each child without regard to race, color, creed, national origin, sex, handicaps unrelated to the function to be performed and any other characteristics which an individual may have; recognizing that children may be grouped for special educational purposes in order to meet special educational needs which children may have.
4. Maintain an atmosphere in which all persons can develop attitudes and skills for effective cooperative living, including:
 - a. Respect for the individual regardless of economic status, intellectual ability, race, creed, color, religion, sex, or age.
 - b. Respect for cultural differences.
 - c. Respect for the right of others to seek and maintain their own identities.
 - d. Respect for economic, political, and social rights of others.

ADOPTED: Draft: 3/26/79

ADOPTED: 2008

School District Organization

Long Range Planning

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

1. Educational leadership is necessary for the implementation of curriculum innovations.
2. Fiscal responsibility is achieved and maintained through planning.
3. Constant review and evaluation of educational plans are necessary for growth and excellence.

Draft: 4/26/79

ADOPTED: 2008

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Draft: 4/26/79

ADOPTED: 2008

School District Organization

School District Philosophy

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 aims to empower all students to develop strong self-respect 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)

ADOPTED: SEPTEMBER 2021

School District Organization

Educational Philosophy

The beliefs described in this philosophy are intended to serve as a foundation for school policy and to give direction to every aspect of the school program.

If school policy and instruction are guided by these beliefs, the educational program will provide the opportunity for each child to use his ability to develop into a higher order of human being and to contribute to the betterment of society.

1. Each individual has worth.
 - a. Each individual deserves the opportunity for education and development.
 - b. All individuals, self and others, are deserving of respect despite differences in background, culture or goals.
 - c. Each individual deserves the opportunity to develop as a whole person, with recognition being given to his mental, physical, emotional, and aesthetic needs.
 - d. Individuals will vary greatly in the kind and extent of their development, and these individual differences should be provided for.
 - e. Every child should value his place in the school environment regardless of his ability or academic achievement.
 - f. The value of conformity as a means of efficiency does not justify its use to stifle individuality.

2. Each individual is perfectible.
 - a. Change and growth are a part of learning, and the development of potential ability must be encouraged consistently.
 - b. Individuals are fallible, and the right to make mistakes can be channeled to result in positive achievement.

- c. The positive influence of hopefulness should be the underlying principle of dealing with children.
3. Knowledge is to be respected and pursued.
- a. The recognition and respect for the power and worth of knowledge and learning should be encouraged.
 - b. Critical and analytical thinking should be encouraged.
 - c. The free exchange of ideas is essential to the growth of our culture.
 - d. The debating of alternate courses is essential to the development of judgment.
 - e. The ability to read, write, and basic arithmetic operations with a high level of skills is indispensable to a mature citizen.
 - f. The aesthetics of our environment should be appreciated and participation in their improvement is encouraged.
4. The rights of others are to be respected and defended.
- a. The individuals within a group carry a portion of the responsibility for the actions of the group, whether the individuals be followers or leaders.
 - b. The rights of minorities, as well as those of majorities, should be respected.
5. Authority is to be respected.
- a. An ordered society requires direction.
 - b. Authority is never absolute in a democratic society.
 - c. Arbitrary standards must be accompanied by willingness to re-evaluate those standards.
 - d. The value of family life should be understood by children.
 - e. Emotions must be controlled by the use of reason.

- f. Students should understand our form of government, value the heritage from which it has come, and learn how to participate constructively in it as future citizens.
 - g. Human freedoms must be defended, but violence and war should be avoided except where such avoidance imperils these freedoms.
6. Education is preparation for the future as well for the present.
- a. Each individual should strive to become economically productive and to be a contributing citizen to society.
 - b. The modern world requires an understanding of the sciences and technology created by them and the ability to deal understandingly with others through the advancement of the social sciences.
 - c. Investigations and creativity in all fields is of value in the acquisition of exciting knowledge and indispensable to the discovery of new knowledge.
 - d. Children should develop an awareness of the arts for this will help stretch their minds so that they may appreciate their world.
7. The school and community cooperate in setting and achieving educational goals, to maximize the benefits of educational and recreational programs.
- a. The school leader is in the unique position of being both a follower and a leader in the community.
 - b. The function of the community is to set the broad educational goals and provide the physical and economic structure of the school system.
 - c. The function of the Board of Education and administrative staff is to implement these goals within the framework of its educational philosophy.

