

SECTION 1

SCHOOL DISTRICT ORGANIZATION

100	School District Legal Status
101	Attendance Areas
105	The People and Their School District
110	Organization for Instruction
115	Nondiscrimination
120	Educational Philosophy
125	Long Range Planning
126	Statement of Objectives

SCHOOL DISTRICT ORGANIZATION

School District Legal Status

The name of the district shall be Community High School District No. 117 of Lake County, Illinois.

The Constitution of Illinois 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 capacities.

The Constitution of Illinois places the responsibility of establishing and maintaining public schools with the General Assembly and directs the General Assembly to provide for a State Board of Education which has general supervision over all public schools. *The School Code of Illinois* provides that local school districts shall be governed by a properly elected Board of School Directors, or Board of Education, under the general supervision of the State Board of Education. Local school boards are instruments of the Illinois General Assembly and derive their authority from the Illinois Constitution and Statutes and the regulations of the State Board of Education.

The General Assembly has implemented this constitutional mandate through the creation of school districts of various types. The District is governed by the laws set forth for school districts having a population of not fewer than 1,000 and no more than 500,000.

By recognizing the law, tradition and ethics, local school boards have responsibilities to the local citizenry they serve and to the professional personnel they employ. Recognizing this three dimensional concept of source of authority and responsibility, the School Board is the policy making body for the District's schools and serves within the framework provided by law, the will of the local citizenry and the ethics of the professional personnel employed by the School Board.

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

LEGAL REF.: Ill. Const., Art. X, Sec. 1.
 Ill. Rev. Stat., Ch. 122, para. 10-1 et seq.

Adopted	02/15/90
Revised	07/21/03

SCHOOL DISTRICT ORGANIZATION

Attendance Areas

Community High School District 117 shall be organized into two (2) attendance areas, one for Antioch Community High School, the other for Lakes Community High School.

Attendance areas for the two (2) high schools in the district shall be organized north and south along a line consistent generally with a line that divides zip codes 60002, and 60046 and 60083, provided, however, that said attendance areas shall be organized in such a way as to provide that students residing within the Emmons Elementary School District #33 and Grass Lake Elementary School District #36 attendance areas shall be considered to reside in the Antioch Community High School attendance area, and that students residing within those portions of the Millburn Community Consolidated School District #24 and Lake Villa Community Consolidated School District #41 attendance areas located within the boundaries of Community High School District #117 shall be considered to reside in the attendance area of the Lakes Community High School.

The following areas are within the Lakes High School attendance area:

- The residential area immediately north of Lakes Community High School, in the area generally known as the White Wood Subdivision (located immediately north of and adjacent to Lakes Community High School)
- The residential area located north of Grass Lake Road, east of the Canadian Central Railroad tracks and west of the Culp Farm Lake County Forest Preserve, generally known as the West Loon Lake Subdivision; and
- All homes fronting on Miller Road between U.S. Highway 45 and Savage Road.

Transfers Within the District

The Superintendent will not consider any student's parent(s)/guardian(s) request for their student to be transferred to a District school other than the one to which the student was assigned, except as required by law. For example, the provisions in this section have no applicability to transfers mandated by: (1) Title I covered in Board policy 600, *School Accountability*, or (2) the Unsafe School Choice Option covered in Board policy 465.04, *Safety*.

CROSS REF.: 710.125 (Student Assignment and Intra-District Transfer)

Adopted 12/11/03
Revised 01/22/04
Revised 02/07/08

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 under 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 legislature and the Congress - the framework of law within which the school operates. And the people elect a School Board to represent them and to determine local educational plans and policy and to establish publicly endorsed educational goals and objectives. The Community High School District 117 School Board functions as an agency of the public within this framework.

The Board is mindful that the people are the ultimate governors of public education and that the Board is directly accountable to the people through the elective process. The Board also believes that accountability is a shared responsibility involving students, teachers and other employees, the Superintendent of Schools and the people themselves as well as the School Board. The Board therefore asserts these beliefs and expectations:

Students should be directed at home and at the school in such a manner that they will learn to hold themselves accountable for their own lives, actions and decisions as maturing members of a democratic society.

Teachers should hold students accountable for achieving (within the limits of each student's abilities) the objectives of each learning experience.

The Superintendent should hold teachers and other employees accountable for working with diligent effort and with intelligence and imagination in achieving the objectives directly related to their stated job responsibilities.

The School Board should appoint the most capable person available to hold the position of District Superintendent of Schools, and should hold him/her accountable for providing creative professional leadership and counsel in all aspects of the school district program.

The School Board should also hold itself accountable for carrying out its mandate plan, to make policy and to lead in the identification of goals and objectives and the resources necessary for their achievement.

SCHOOL DISTRICT ORGANIZATION

The People and their School District

The public should hold itself accountable for maintaining a vigorous interest in, concern for, and constructive criticism of the schools; for electing the most able men and women available to represent them on the School Board and in the State Legislature and U.S. Congress; and for providing the resources necessary for the School Board and District staff to accomplish the publicly endorsed goals and objectives of the school district.

LEGAL REF.: Ill. Const., Art. X.

Revised 2/15/90

SCHOOL DISTRICT ORGANIZATION

Organization for Instruction

The School Board of Community High School District 117, Lake County, is responsible for public education, grades 9 through 12. The District is also a member school of the following:

1. L.C.A.V.C. - Lake County Area Vocational Center
2. S.E.D.O.L. - Special Education District of Lake County
3. N.L.C.F.C. - Northwest Lake County Film Co-Op
4. L.C.E.S.C. - Lake County Educational Service Center

SCHOOL DISTRICT ORGANIZATION

Nondiscrimination – Uniform Grievance Procedure¹

Students or their parent(s)/guardian(s), employees, or community members should notify any District Complaint Manager if they believe that the School Board, its employees, or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy including:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Claims of sexual harassment under the Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972.

The Complaint Manager will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

1. Filing a Complaint

A person (hereinafter Complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same sex. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student. The Complaint Manager may assist the Complainant in filing a grievance.

2. Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf.² The complaint and identity of the

¹ A grievance procedure is required by many civil rights acts and implementing regulations, including those listed. This policy consolidates all school board grievance procedures into one policy, except those contained in collective bargaining agreements. The following policies refer to the uniform grievance procedure: *equal employment opportunity* (5:10), *sexual harassment {personnel (5:20)}*, *Title I* (6:170), *complaints about curriculum, instructional materials, and programs* (6:260), *equal educational opportunities* (7:10), *sexual harassment {student (7:20)}*, *accommodating individuals with disabilities* (8:70), and *public complaints* (8:110).

Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy is in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

² No time deadlines are provided to avoid unnecessary burdens on the staff and board. The grievance procedure is, however, worthless if complaints are not thoroughly and promptly investigated.

SCHOOL DISTRICT ORGANIZATION

Nondiscrimination – Uniform Grievance Procedure

Complainant will not be disclosed except (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. The Complaint Manager shall file a written report of his or her findings with the Superintendent. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the School Board which shall render a decision in accordance with Section 3 of this policy. The Superintendent will keep the Board informed of all complaints.

3. Decision and Appeal

After receipt of the Complaint Manager's report, the Superintendent shall render a written decision which shall be provided to the Complainant. If the Complainant is not satisfied with the decision, the Complainant may appeal it to the School Board by making a written request to the Complaint Manager. The Complaint Manager shall be responsible for promptly forwarding all materials relative to the complaint and appeal to the School Board. Thereafter, the School Board shall render a written decision which shall be provided to the Complainant. This grievance procedure shall not be construed to create an independent right to a School Board hearing.

Appointing Complaint Managers

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed a Complaint Manager.

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
Equal Pay Act, 29 U.S.C. § 206(d).
Immigration Reform and Control Act, 8 U.S.C. § 1324a et seq.
Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.
Title VII of Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments, 20 U.S.C. § 1681 et seq.
775 ILCS 5/1-101 et seq.

SCHOOL DISTRICT ORGANIZATION

Nondiscrimination – Uniform Grievance Procedure

105 ILCS 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, and 5/27.1.
23 Ill. Admin. Code §§ 1.240 and 200-40.

CROSS REF.: 5:10, 5:20, 6:260, 7:10, 7:20, 8:70, 8:110.

Revised 9/18/97

SCHOOL DISTRICT ORGANIZATION

Educational Philosophy

Education in District 117, Lake County, Illinois is a long-time public investment to make our democratic society a better place in which to live and a better place in which to earn a living. Public education must be available for all students in District 117 regardless of sex, color, creed, political, social, or economic environment. The purpose of our school is to provide learning experiences so that the needs of the students and the requirements of our democratic community are met effectively.

Instruction is the heart of the school operation. The curriculum shall be designed to provide for the continuous development of students from grades 9 through 12 with cooperative effort of teaching staff, guidance personnel, and administration working together toward realization of the educational objectives. Administration and all services of the school are appraised in terms of their contributions to the progress of instruction. Special services are available to help the teachers in their work with students. The Superintendent is the instructional leader in the school and community.

Communication is necessary if democratic practice is to succeed. Two-way channels of communication provide for students, professional staff, and lay people to influence the educational program. All persons concerned with public schools work together as one large committee to plan and carry out the role of education in community life.

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 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 Council is charged with the responsibility of keeping the Board assessed of the current and future status of the educational program. The status report shall include:
 - a. an evaluation of the present educational and financial status of the District;
 - b. projection of educational and financial needs;
 - c. implementation of educational and financial plans.

CROSS REF.: 405.01 through 405.07

SCHOOL DISTRICT ORGANIZATION

Statement of Objectives

The objectives are designed to assist students in understanding themselves and their society, in making the most of their strengths, in correcting or compensating for weaknesses that interfere with their progress in learning about educational opportunities available to them, and in planning and preparing for a career.

The General Educational Objectives:

1. **Three R's** - To develop the student's basic and fundamental understanding of reading, writing, arithmetic, speaking, listening, and observing.
2. **Democratic Citizenship** - To guide students to preserve American freedoms through democratic processes.
3. **Health** - To develop students' health in body and mind.
4. **Clear Thinking** - To teach the students to distinguish between fact and opinion, to sift the true from the false, and to make sound judgements.
5. **Aesthetic Values** - To develop students' capacities to appreciate beauty in literature, art, music, and nature.
6. **Science** - To teach students to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and man.
7. **Living with Others** - To instill in students a respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work cooperatively with others, and to grow in moral and spiritual values of life.
8. **Leisure Time** - To teach students to use their leisure time well and budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.