

Superintendent Report



TOPICS FOR THIS MEETING:

1. ROE Enrollment Report
2. High School Principal Replacement Process
3. 504 Plan Process Update
4. PARCC Participation Improvement Plan
5. PRESS Update #93

ROE Enrollment Report

Included with this report you will find a historical comparison of district and individual building enrollments from the Fall Housing data. It is interesting to see the comparisons of growth and decline over the years. Certainly, we are pleased to see some upticks in the past few years after a steady decline.

High School Principal Replacement Process

The application period closed on November 28th. We have established a review committee comprised of members of the HS Building Leadership Team, an Educational Support Personnel staff member, and another administrator.

By the time of this meeting we will be scheduling first rounds of interviews with candidates, and will update further at the meeting.

504 Process

With the implementation of the Power system for development of our Individualized Educational Plans (IEPs) for students, the Henry Stark Cooperative was prudent in obtaining the “POWER” software to use with 504 Plans for students who may require accommodations, but not a full special education program, and also the POWER software for the Response to Intervention program (Rtl). This will be helpful to our district because sometimes the movement for students between different service programs can be fluid—for example, we may have students who transition from Rtl into an IEP or from Rtl into a 504 when they are found ineligible for a learning disability, but we want to formalize some less restrictive accommodations. I want to compliment Carrie Griffith, Cassie Hanson and Nathan O’Dell for their work in collaborating with our school attorney to improve our forms and procedures for the 504 process—from initial consent from parents all the way through the documentation and implementation of interventions.

PARCC Participation Improvement Plan

Federal Guidelines require us to put together an action plan to address our student testing participation that has fallen below the 95% threshold. Keep in mind that we have offered the PARCC test to all of our students, but district-wide our participation has been somewhere around 70%. Included with this report is

information from the National PTA, state superintendent, and our concise action plan to try to increase our participation numbers.

PRESS ISSUE #93

You can see below that this was an unbelievable number of policy suggestions based upon this past year's laws, rules and regulations: everything from Every Student Succeeds Act to Open Meetings Act to Student Privacy Issues.

PRESS Issue 93 Bundles

The Illinois General Assembly, Congress, and regulatory agencies created a perfect storm of necessary updates to the IASB Policy Reference Manual (PRM). The amount of material in PRESS Issue 93 is unprecedented topping out at 142. The largest issue we authored until Issue 93 included 80 materials. To make the information more manageable for our subscribers, we have put materials into 13 Bundles.

Each bundle summarizes the global reasons for changes to all materials that are listed. Specific details about how each piece of material changed, including changes for other reasons, e.g., PRESS Advisory Board feedback, quality assurance, five-year review items, etc. are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 9.

Please spend time reviewing the online Committee Worksheets, available behind the PRESS Login under a link titled: **PRESS Committee Worksheets**. They provide comment boxes further describing some of the changes, detailed explanations in the footnotes, and other added explanations by the PRESS Editors. We hope you find these Committee Worksheets easier to use. Please let us know what you think.

This will change our original plans somewhat for board policy and procedure review and revision, and I wanted to graphically represent for you the 13 different areas and the 100+ policy recommendations made by PRESS. We will not be reviewing and revising all of these policies as some are only changed by footnotes, and my goal is to have a reasonable plan for us to reach compliance over the second semester soon—by the January Board meeting to be specific. This will involve “many hands” and different eyes to take a close look at these.

Fall Enrollment Counts By Home School and District Totals - Bureau, Henry, Stark ROE #28

District/School	FY17	FY16	FY15	FY14	FY13	FY12	FY11	FY10	FY09
AlWood CUSD 225 Total	396	399	411	425	432	439	445	444	468
AlWood Middle/High School	197	206	205	202	222	233	246	258	268
AlWood Elementary School	199	193	206	223	210	206	199	186	200
Annawan CUSD 226 Total	368	382	382	416	398	395	386	387	433
Annawan High School	109	123	122	134	122	113	107	125	125
Annawan Grade School	259	259	260	282	276	282	279	262	308
Bradford CUSD 1 Total	156	139	144	163	207	216	227	229	242
Bradford Jr. High	53	55	55	61	71	75	146	71	71
Bradford Grade School	103	84	89	102	136	141	81	158	171
Bureau Valley CUSD 340 Total	1129	1099	1104	1147	1162	1152	1171	1232	1231
Bureau Valley High School	333	306	289	327	345	363	380	402	411
Bureau Valley South - Buda	235	237	243	253	239	207	219	227	229
Bureau Valley North - Walnut	423	408	419	411	419	411	406	425	406
Bureau Valley Elem. - Wyanet	138	148	153	156	159	171	166	178	185
Cambridge CUSD 227 Total	492	480	467	506	482	530	459	427	520
Cambridge Jr/Sr High	220	221	219	206	203	203	204	190	225
Cambridge Comm Grade	272	259	248	300	279	327	255	237	295
Cherry SD 92 Total	NA	NA	NA	45	61	70	51	58	68
Colona SD 190 Total	449	455	471	497	494	462	523	485	500
Dalzell SD 98 Total	67	59	47	55	52	57	60	67	59
DePue USD 103 Total	447	379	447	472	497	483	500	511	485
DePue High School	121	110	113	116	117	121	114	103	70
DePue Elementary School	326	269	334	356	380	362	386	408	415
Galva CUSD 224 Total	564	583	581	598	598	598	612	609	626
Galva Jr/Sr High	263	280	284	278	272	266	260	264	271
Galva Elementary	301	303	297	320	326	332	352	345	355
Geneseo CUSD 228 Total	2613	2595	2557	2596	2652	2648	2682	2719	2727
Geneseo High School	810	820	812	833	853	867	904	891	888
Geneseo Middle School	658	624	619	601	623	627	598	630	635
Millikin Elementary	417	417	407	418	427	430	452	416	421
Northside Elementary	344	347	334	352	351	341	352	381	310
Southwest Elementary	384	387	385	392	398	383	376	401	473
Hall HSD 502 Total	420	398	386	398	393	401	404	401	443
Kewanee CUSD 229 Total	2017	1952	1957	1919	1888	1808	1813	1838	1822
Kewanee High School	560	545	544	540	485	498	508	518	539
Central Junior High	269	262	255	260	283	246	213	247	275
Central Elementary	384	364	375	376	370	367	405	382	363
Belle Alexander Elementary	261	283	294	253	268	243	276	284	276
Irving Elementary	294	272	257	258	248	259	253	265	272
Neponset Grade School	112	95	111	96	101	78	NA	NA	NA
Lyle School	137	131	121	136	133	117	158	142	97
La Moille CUSD 303 Total	246	250	260	269	277	260	278	278	301
La Moille High School	93	84	92	90	86	78	67	70	87
Van Orin Elementary	59	69	72	71	80	67	75	80	93
Allen Junior High	94	97	96	108	111	115	136	128	121
Ladd CCSD 94 Total	208	215	223	237	238	189	184	184	202
Malden CCSD 84 Total	82	87	85	88	82	82	83	75	86
Ohio CCSD 17 Total	62	59	73	77	72	75	85	85	85
Ohio CHSD 505 Total	42	34	36	34	35	38	33	41	50
Orion CUSD 223 Total	1085	1082	1041	1061	1040	1044	1045	1088	1080
Orion High School	352	346	317	321	318	319	330	338	346
Orion Middle School	257	266	281	255	264	245	240	220	215
CR Hanna Elementary School	476	470	443	485	458	480	475	530	519
Princeton ESD 115 Total	1186	1196	1234	1234	1281	1328	1291	1311	1302
Logan Jr. High	488	501	527	357	362	365	373	360	386
Lincoln Elementary	202	233	230	238	244	267	271	267	240
Jefferson Elementary	224	219	218	217	241	255	242	285	266
Douglas Elementary	259	228	259	159	182	175	154	175	177
Reagan Pre-K School	13	15	NA	NA	NA	NA	NA	NA	NA
Reagan Middle School	NA	NA	NA	263	252	266	251	224	233
Princeton HSD 500 Total	508	519	516	519	555	595	636	653	674
Spring Valley CCSD 99 Total	679	641	748	791	780	801	763	779	755
John F. Kennedy Elementary	679	641	748	579	565	587	550	527	503
Lincoln Elementary	NA	NA	NA	212	215	214	213	252	252
Stark Co. CUSD 100 Total	763	770	787	787	816	820	862	869	892
Stark County High School	269	275	286	281	278	300	323	320	322
Stark County Jr. High	137	133	157	169	186	181	181	167	181
Stark County Elementary	357	362	344	337	352	339	358	382	389
Wethersfield CUSD 230 Total	582	588	609	635	672	694	660	659	685
Wethersfield Jr/Sr High	274	281	297	306	328	328	300	295	294
Wethersfield Elementary	308	307	312	329	344	366	360	364	391

Total Enrollment - ROE #28 14561 14361 14566 14969 15164 15185 15253 15429 15736

PARCC Participation Improvement Action Plan
 Geneseo CUSD 228
 December 1, 2016

ACTION	ACTOR	TIMELINE
Include the PTA Information regarding their position on assessments in K-8 newsletters	Building administrators include in newsletters	January
Share State Superintendent "Dear Colleague" letter to remind parents of PARCC testing and changes for HS State Testing	Building administrators include in newsletters	February
Presentations to each PTA, K-8, reviewing the State Superintendent concerns and the Department of Education's expectations for student participation.	Superintendent and Building Principals	February-March
Letter to local newspaper outlining participation expectations and government benchmark for compliant participation	Superintendent	February-March
Letter to parents grades 3-8 modeled after Idaho State Department of Education letter	Superintendent	February



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

October 31, 2016

Mr. Scott Kuffel
Superintendent of Schools
Geneseo Community Unit School District 228
648 North Chicago Street
Geneseo IL 61254

Dear Superintendent Kuffel:

As you are aware, the U.S. Department of Education requires the Illinois State Board of Education (ISBE) to review the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment participation rates each year. Our data showed that Geneseo Community Unit School District 228 failed to administer PARCC's English language arts and/or mathematics assessments to at least 95 percent of students in one or more of its schools during the 2014-15 school year.

Thank you for your response to the request for a narrative and documentation that explained why the district did not administer the PARCC assessment to at least 95 percent of its students during the 2014-15 school year.

According to the latest data, the district's participation rates fell further during the 2015-16 school year. ISBE directs that you provide an improvement plan by December 1, 2016. The plan should outline district commitments to specific activities to increase the participation rate on the state assessment during the 2016-17 testing cycle.

ISBE staff is available to work with you to identify areas of improvement and answer any questions you may have regarding best practices, efficient use of resources, family and community engagement, and innovative methods for increasing assessment participation. Please contact ISBE through participation@isbe.net if you have any questions or want to explore further supports.

Thank you for your partnership and patience as we move forward in an environment that will allow your district to grow and provide all students with access to high-quality assessments.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Smith".

Tony Smith, Ph.D.
State Superintendent of Education



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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

July 11, 2016

Dear Colleagues,

The second year of Partnership for Assessment of Readiness for College and Careers (PARCC) testing is now complete. I thank all of you who have provided valuable input into ways we can improve state assessments to meet the needs of all students. The Illinois State Board of Education (ISBE) continually strives to strengthen the quality and functionality of state assessments to assist educators in identifying the needs of and providing individualized supports for all students as they prepare for college and careers. ISBE must also make strategic decisions that are informed by feedback from school districts and in response to the state's current budget climate. As part of this effort, I am excited to announce a plan to provide a streamlined assessment system at the high school level that will promote equity and access to opportunities for all students.

Many of you have shared with me the importance of providing access to a college entrance exam for all Illinois students. I believe this access is essential as it supports all students with the opportunity to receive a college-reportable score that may assist with admission to an institution of higher education. Guaranteed access to the exam best ensures that students in Illinois, especially those who are most in need, have opportunities in higher education they might otherwise not receive. During the upcoming year, all public school students in grade 11 will complete the SAT, including a writing component. The SAT will serve as the state assessment for purposes of state and federal accountability, will be provided at no cost to public school districts in Illinois, and will be offered to students during the school day. The SAT aligns with the Illinois Learning Standards and provides a college-reportable score for admissions purposes. It and will continue to empower educators to measure college and career readiness.

Students in grades 3-8 will continue to take the PARCC assessment. The PARCC assessment is aligned with the Illinois Learning Standards, and its results provide information to assist educators in providing individualized supports for all students.

I look forward to working with you all on this exciting new endeavor and welcome your feedback along the way.

Sincerely,

Tony Smith, Ph.D.
State Superintendent of Education

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Position Statement – Education Emphasis

National PTA believes that every child must be provided with a well-rounded, high-quality education, which all children have the opportunity to reach their full potential and become productive members of society. Access to public education is the most effective method of securing this opportunity, and should not be denied to any child.

National PTA especially recognizes the special needs of underserved populations including children with disabilities, English proficient children, homeless children, migrant children, gifted and talented children, and undocumented children in our nation's schools.

To develop a stronger and more accountable system of education, schools must place priority on student performance and achievement. Schools must focus on what children know and are able to do and be held accountable for ensuring that all children succeed.

Challenging and precise standards must be developed which objectively measure achievement in academic areas and require all students to achieve at the highest levels possible.

National PTA and its constituent bodies promote the establishment of, and support for existing educational policies and procedures that:

- Provide equal educational opportunities for all students regardless of race, gender, national origin, language, religion, age, disability, or sexual orientation.
- Place an increased emphasis on the teaching of science, mathematics, and technology to assure that all students have the knowledge and skills needed to succeed in a global economy.
- Recognize and integrate the arts into school curriculum as a key component of a well-rounded, high quality education.
- Reduce the dropout rate.

Assessment and Testing

- National PTA believes that neither one test, nor a single data point should ever be the sole determinant of a student's academic or work future, such as graduation, admission, retention or tracking.
- National PTA believes that high-quality assessments provide valuable information to parents, teachers and school leaders about the growth and achievement of their students.
- National PTA supports annual state assessments for students in math and reading for grades 3–8, once as well as grade span testing in science.
- National PTA supports state development of strategic assessment systems that eliminate redundant tests and reduce the incidence of over-testing.
- National PTA supports a state assessment system that is appropriately aligned with each state's academic standards. A sound and comprehensive assessment system should include multiple measures of student growth and achievement that reflect the depth and breadth of knowledge and skills that students are expected to demonstrate.

as their capacity to perform critical competencies.

School Choice

- National PTA supports educational choices within public schools and believes that parents should be involved in planning, development, implementation, and evaluation of public school choice plans.
- National PTA opposes any private school choice proposal and/or voucher system that diverts public funds to private or sectarian schools.
- National PTA believes home schools and other nonpublic schools should meet the same educational standards as public schools.

School Report Cards

- School report cards should be a part of a school system's overall plan for comprehensive school reform and should contain information that is clear and provided in languages understandable to all parents.
- Data from school report cards must be put in context with other factors that can affect student performance. Schools should evaluate a school's performance on more than just student achievement, including factors such as teacher qualifications, class size, school safety, and dropout rates.

Educational Programs

- National PTA believes that no one educational program is best for all children and that schools and parents should work together to address the different ways in which children learn.
- National PTA supports efforts at the federal, state, and local levels to reduce class size in the early grades for the purpose of improving children's academic achievement.
- National PTA supports private-sector relationships and use of technology donated to schools, which in no way should be used for instructional programs free from any product promotion or requirements that compromise the condition of their instruction.

Early Childhood Education and Development

- National PTA supports effective early education development programs for children from birth to age five that are adequately funded, developmentally appropriate, and coordinate comprehensive services for young children and families. Early childhood programs should include strong parent and family engagement components.
- National PTA supports federal and state incentives for quality child care and preschool programs that are affordable and accessible, coordinated at all levels (federal, state and local) and ensure quality in teacher training, safety standards.

This position statement was written to update and combine resolutions and position statements concerning "Education Emphasis." The original resolutions and position statements will be archived in the Historic Reference on this issue.

Assessment; Attention Deficit Disorder in Children; Basic Education; Commercial Exploitation of Students in Schools; Crime Prevention; Education of Homeless Children; Early Childhood Education for At-risk Children; Early Childhood Education; Learning—Policies to Prevent Social Promotion and Grade Retention; Emphasis on Science, Mathematics, and Reading; Education; Expectations for Student Performance and Achievement; Gender Equity in Education; Instructional Materials for the Gifted and Talented; Migrant Children; Minimum Education Requirements for Home Schools; Pre-school/Kindergarten Education; Privatization; Public School Choice; Reduced Class Size; Report Cards; Services for Undocumented Immigrants; Student Assessment and Testing; Technology Education and Safety



Dear Parent/Guardian,

In the coming months, Illinois will administer the Partnership for Assessment of Readiness for College and Careers (PARCC) by Pearson in English language arts (ELA) and mathematics. This test was first administrated in 2015-16 and replaced the previous ISAT. It matches the content and skills outlined in the standards that guide instruction in the classroom and provide valuable information about student learning. We are committed to providing accurate information to parents and families in our community, as well as clarifying any misperceptions about the value of student participation in statewide assessments. The test will be administered to students in grades 3-8, but no longer administered in high school. High School students will now take the SAT as their state assessment.

The test provides a deeper level of information about student progress than previous tests, which makes them one type of instructional tool, and may provide a different picture when combined with other professional assessments and observations made by our teachers.

As a parent, you may be able to use the information from the test to help support your child at home and guide a discussion with your child's teacher to identify what, if any, additional support is necessary in school. Students can work on the areas where they need improvement to ensure they are staying on track to be successful in the next grade level. In areas where students excel, teachers can provide appropriately challenging work to ensure they continue to be engaged and advance their knowledge.

While no single test can give a complete picture of achievement, when combined with student grades and teacher reports, it can provide information about student progress.

Both the Illinois State Board of Education and our district are working to reduce the number of assessments students take at the state and district level to ensure that test provide meaningful information for teachers, students and parents.

When a student does not participate in the annual state test, we may lose out on information, and we are also identified as being noncompliant. We are committed to student achievement, and the PARCC test is promoted by the State Board as one that identifies whether our students are on the path to success. We are confident that with the quality instruction delivered by our dedicated educators and your support; our students will learn in a developmentally appropriate and joyful way. I encourage you to reach out to your child's teacher/school/administrator with any questions you made have about the test or your child's progress.

Thank you,

Scott D. Kuffel, Superintendent

Press 93	ESSA	Expenses	OMA	FOIA/PIPA	Residency	Speech Rights of Student Journalists Act	Employment and Licensure Disqualifications	Employee Leaves	Right to Privacy in the Workplace Act	Final Smart Snacks Rules/Wellness /School Lunch & Breakfast After the Bell Programs	Concussion Oversight Team and Protocols Materials	SB 100 Clean-up	Numerical Ordered Miscellaneous Legislative Changes/Other Necessary Changes	
Section 5	<p><u>5:190</u>, Teacher Qualifications; <u>5:190-E1</u>, Notice to Parents of Their Right to Request Their Child's classroom Teachers' Qualifications; <u>5:190-E2</u>, Notice to Parents When their Child Is Assigned To or Has Been Taught for a Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements (RENAMED); <u>5:190-E3</u>, Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment (RENAMED); <u>5:280</u>, Educational Support Personnel-Duties and Qualifications</p>	<p><u>5:60</u>, Expenses REWRITTEN; <u>5:60-E1</u>, Employee Expense Reimbursement Form RENAMED & REWRITTEN; <u>5:60-E2</u>, Employee Estimated Expense Approval Form NEW</p>					<p><u>5:30</u>, Hiring Process and Criteria; <u>5:30-AP2</u>, Investigations; <u>5:260</u>, Student Teachers</p>	<p><u>5:185</u>, Family and Medical Leave; <u>5:250</u>, Leaves of Absence; <u>5:250-AP</u>, School Visitation Leave; <u>5:330</u>, Sick Days, Vacation, Holidays and Leaves</p>	<p><u>5:10</u>, Equal Employment Opportunity and Minority Recruitment; <u>5:125</u>, Personal Technology and Social Media; Usage and Conduct</p>			<p><u>5:100</u>, Staff Development Program</p>		
Section 6	<p><u>6:15</u>, School Accountability; <u>6:140</u>, Education of Homeless Children; <u>6:140-AP</u>, Education of Homeless Children; <u>6:145</u>, Migrant Students; <u>6:160</u>, English Learners; <u>6:170</u>, Title I Programs; <u>6:170-AP1</u>, Checklist for Development, Implementation, and Maintenance of Parental and Family Engagement Compacts for Title I Programs; <u>6:170-AP1-E1</u>, District-Level Parental and Family Engagement Compact; <u>6:170-AP1-E2</u>, School-Level Parental and Family Engagement Compact; <u>6:170-AP2</u>, Notice to Parents required by Elementary and Secondary Education Act, McKinney Vento Homeless Assist. Act and Protection of Pupil Rights Act; <u>6:170-AP2-E1</u>, District Annual Report Card Required by Every Student Succeeds Act</p>			<p><u>6:340</u>, Student Testing and Assessment Program</p>						<p><u>6:50</u>, School Wellness</p>		<p><u>6:60</u>, Curriculum Content; <u>6:310</u>, High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students</p>		

