

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 Geneseo Community Unit School District #228, (hereafter known as 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 District 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)

Recommendations: None

ADOPTED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006

School District Organization

District Organization, Operations, and Cooperative Agreements

The District is organized and operates as follows:

A Unit District serving the needs of children in grades Pre-Kindergarten to 12 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 programs and intergovernmental agreements:

~~Rock River Cooperative Alternative School~~

Regional Safe School

Henry-Stark Special Education Cooperative #801

Bureau, Henry, and Stark **Counties** Regional Office of Education

~~Quad City Vo Tech Region~~

Quad City CTE Consortium

~~Area Purchasing Cooperative (food)~~

Iowa-Illinois School Food Cooperative

~~Northern Illinois Library System~~

Reaching Across Illinois Library System (RAILS)

Black Hawk College

Hammond-Henry Hospital

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

Recommendations: Update our alternative school as Rock River is closed. Update our vocational school since the Quad City VoTech Region, EFE 210, and Tri-County VoTech Region, EFE 180 merged in 2007. Update our food cooperative and library cooperative.

ADOPTED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006

School District Organization

School District Mission/Vision Statement

TEACH • LEARN • CARE

School District Core Values

The School District will strive to provide a safe and caring environment, with high expectations for achievement, while responsibly stewarding district finances and effectively communicating.

School District Purpose Statement

Example: To ensure every Student has access to the best educational experience he or she can.

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

Recommendations: Review Core Values. Create a Purpose Statement?

ADOPTED BY BOARD ACTION 09/03/1985
AMENDED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006
AMENDED BY BOARD ACTION 01/09/2014

DISTRICT STATEMENT OF OBJECTIVE

Realizing that the ultimate success of the educational program of the District, K-12, is measured in terms of the accomplishments of the individual student, it has the following objectives:

To develop and foster students' self-discovery, self-awareness and self-discipline, enabling them to realize their worth as human beings and to formulate personal values and goals.

To develop a positive attitude toward and practice of those disciplines which will produce healthy minds and bodies.

To stimulate intellectual curiosity, and guide students in search of knowledge by familiarizing them with the resources of and challenges in the world around them.

To develop in students a foundation for their future success in career and educational choices.

To assist students in developing a capacity for aesthetic perception, creation and judgment.

To help students learn to work effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual, group and cultural differences.

AFFECTIVE¹ GOALS FOR GENESEO CUSD 228**1:36**

Realizing that the ultimate success of the educational program of the Geneseo CUSD #228 is measured in terms of the accomplishments of the individual student, the District seeks:

- 1) To foster students' self-discovery, self-awareness, and self-discipline, enabling them to realize their worth as human beings and to formulate personal sets of values and goals.
- 2) To stimulate intellectual curiosity, guiding students to learn how to seek further knowledge by familiarizing them with the resources and challenges of the world around them.
- 3) To provide fundamental career concepts and skills, developing in the students a foundation for further career training.
- 4) To help the students learn to deal effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual and group differences.

¹ *Measuring **Affective Goals**. The term "**affective growth**" is often used in education as a broad term that encompasses observed growth in social and emotional behaviors and attitudes of students.

Recommendations: Review items from 1:35 and 1:36. Update by merging language from both policies and revising/adding/eliminating language as appropriate. Are these still our focus? Should we be looking more at 21st Century Skills that our students need to be good at?

ADOPTED BY BOARD ACTION 10/2/1990
AMENDED BY BOARD ACTION 3/3/1998
AMENDED BY BOARD ACTION 10/12/2006
AMENDED BY BOARD ACTION 12/12/2007

21st Century Skills for Geneseo CUSD Students

Foundational Literacies

How students apply core skills to everyday tasks

Technology Literacy

Financial Literacy

Civic Literacy and Citizenship

Information Literacy

Competencies

How students approach complex challenges

Collaboration and Teamwork

Creativity and Imagination

Critical Thinking and Problem Solving

Oral and Written Communication

Character Qualities

How students approach their changing environment

Flexibility and Adaptability

Leadership

Social Responsibility and Ethics

Initiative

Global and Cultural Awareness

Persistence and Grit

DRAFT

Hanover Research recently analyzed six major educational frameworks designed to improve the development of 21st century skills. This included frameworks and critical skills listed by the [Partnership for 21st Century Skills](#), [Tony Wagner's Seven Survival Skills](#), the [Metiri Group's enGauge framework](#), the [Iowa Core 21st Century Skills](#), developed by the Iowa Department of Education, the [Connecticut State Department of Education](#) and the [Assessment and Teaching of 21st Century Skills \(ATC21S\)](#).

While each framework has slightly different list of critical 21st century skills, all agree on four critical areas for development:

- **Collaboration and teamwork**
- **Creativity and imagination**
- **Critical thinking**
- **Problem solving**

The Hanover Research analysis also identifies a second tier of important 21st century skills, present in five of the six major frameworks:

- **Flexibility and adaptability**
- **Global and cultural awareness**
- **Information literacy**
- **Leadership**

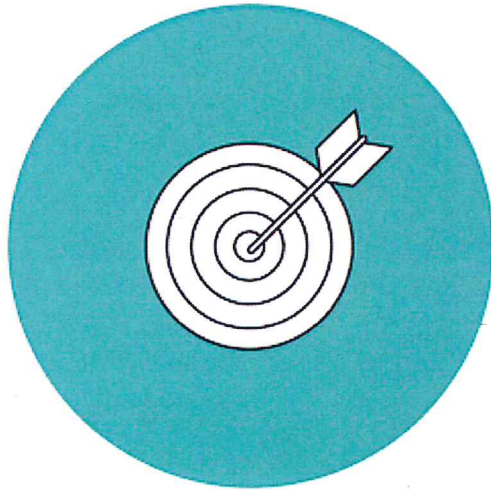
The following skills were present in four of the six frameworks:

- **Civic literacy and citizenship**
- **Oral and written communication skills**
- **Social responsibility and ethics**
- **Technology literacy**
- **Initiative**



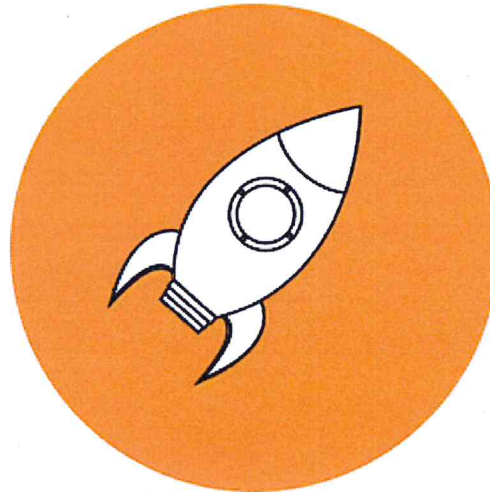
21ST CENTURY SKILLS

World Economic Forum, New Vision for Education (2015)



FOUNDATIONAL LITERACIES

- Literacy
- Numeracy
- ICT literacy
- Scientific literacy
- Financial literacy
- Cultural and civic literacy



COMPETENCIES

- Critical thinking/problem-solving
- Creativity
- Communication
- Collaboration



CHARACTER QUALITIES

- Curiosity
- Initiative
- Persistence/grit
- Adaptability
- Leadership
- Social and cultural awareness

STATEMENT OF ACADEMIC TARGETS

K-5

The District understands that student literacy and numeracy is a vital foundation for overall student academic success. Therefore, the District establishes the following Academic Targets for K-5 students.

1. All students will read at grade level, as measured by District-approved assessments, before the end of the school year.
2. All students who are not reading at grade level at the end of the school year will have demonstrated at least one school year's improvement in their reading, as measured by progress monitoring.
3. All students who are not reading at grade level will have been supported through District-approved intervention systems.
4. All students will have memorized basic math facts and basic problem solving for all operations (Addition, Subtraction, Multiplication and Division) by the end of the 4th grade year at least at the 90% mastery level.
5. All students who have not mastered math facts and basic problem solving will have been supported through District-approved intervention systems.

6-12

The District's vision for maximizing student achievement can be summarized for secondary students in a single statement: *The overarching mission for students in grades 6-12 is to prepare all students for post-secondary education and successful placement in the workforce by increasing students' ability to demonstrate 21st Century School and Workplace skills and use of educational technology.* The two target areas listed below shall be reviewed annually for Board approval, but initially prepare a focus for our work as educators.

Prepare Middle School students for the ~~EXPLORE~~ PSAT test as our District's K-8 Culminating Academic Assessment.

Target – Before the end of School Year 2015, increase the number of 8th grade students who meet the EXPLORE benchmarks in the individual tests to 90% in English Composition, 75% in Math and Reading, 60% in Science Reasoning, and 50% of the students meeting all four EXPLORE benchmark scores.

Prepare students for the ~~ACT~~ SAT as our District's Culminating Academic Assessment

Target – Before the end of School Year 2015, increase the number of graduating seniors who meet the ACT benchmarks in the individual tests to 85% in English Composition,

70% in Math and Reading, 50% in Science Reasoning, and 50% of the students meeting all four ACT benchmark scores.

The SAT is composed of three main sections — Math, Evidence-Based Reading, and Writing. There is an optional 50-minute essay

Remember also from a recent Board presentation by Nate and Travis, that GHS and GMS are working on implementing the Postsecondary Workforce Act (PWR) which has four components:

1. Postsecondary and Career Expectations (PaCE)
2. Pilot of Competency-based High School Graduation Requirements
3. Scaling of 12th Grade Transitional Courses
4. College & Career Pathway Endorsements on High School Diplomas

ADOPTED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 04/12/2007
AMENDED BY BOARD ACTION 12/12/2007
AMENDED BY BOARD ACTION 06/09/2011

Recommendations: Update the Academic Targets to reflect current practice and assessments. We could look at ISBE's strategic goals which works towards 90% proficiencies by 2032, but what is realistic?

ISBE Strategic Goals

Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All kindergarteners are assessed for readiness
- Ninety percent or more third-grade students are reading at or above grade level
- Ninety percent or more fifth-grade students meet or exceed expectations in mathematics
- Ninety percent or more of ninth-graders are on track to graduate with their cohort
- Ninety percent or more students graduate from high school ready for college and career
- All students are supported by highly prepared and effective teachers and school leaders
- Every school offers a safe and healthy learning environment for all students

Geneseo Strategic Goals/Academic Targets

What defines success for our students? If we decided to model our goals after ISBE's, it might look like the following:

- X% of our kindergarteners are ready for the first day of school. This number is possible in part following the Board's and community's continued commitment to provide our pre-kindergarten program through financial support.
- X% of our third graders are at reading level based on Lexile scores. This number will increase due to the following factors: the change in our reading program and the reading interventions for students not meeting expectations.
- X% of our fifth graders meet or exceed IAR standards in math, this percentage will increase due to our revision of the math program to directly align to the Illinois Learning Standards and our focus on scope and sequence through a curriculum review.
- X% of our ninth graders are on track to graduate, this percentage will increase as a result of our freshmen orientation program, our SAS program, and the interventions we pursue with students who have any failing grades.
- X% of our students are college and career ready as evidenced by the new high school requirement that students pass the local junior college math and English readiness assessment, any student who does not pass the assessment is required to take a non-college credit remedial course in the subject they did not successfully complete. This is our school district's desire that all students will be able to take college-level math and English for college credit after they complete high school.
- X% of our teachers are National Board Certified, this is an increase of X% from five years ago.
- The district has remodeled all entrances to the schools to increase the safety of students and staff. The district partners with the Geneseo Police Department to employ a School Resource Office (SRO).

***AFFECTIVE GOALS FOR GENESEO CUSD 228**

~~Realizing that the ultimate success of the educational program of the Geneseo CUSD #228 is measured in terms of the accomplishments of the individual student, the District seeks:~~

- ~~1) To foster students' self-discovery, self-awareness, and self-discipline, enabling them to realize their worth as human beings and to formulate personal sets of values and goals.~~
- ~~2) To stimulate intellectual curiosity, guiding students to learn how to seek further knowledge by familiarizing them with the resources and challenges of the world around them.~~
- ~~3) To provide fundamental career concepts and skills, developing in the students a foundation for further career training.~~
- ~~4) To help the students learn to deal effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual and group differences.~~

***Measuring Affective Goals.** The term “affective growth” is often used in education as a broad term that encompasses observed growth in social and emotional behaviors and attitudes of students.

Adopted By Board Action 10/12/2006

BOARD GOALS FOR GENESEO CUSD 228

Board Goals for 2018-2019

1. The Board of Education shall review options for adoption of a sustainable 3-year budget, make a commitment to a plan, and execute plans to reduce expenses and increase revenues for final implementation.
2. The Board of Education shall finish the initial Project Leaf on time and under budget.
3. The Board of Education shall review alternatives for Phase 2 construction projects and make a decision as to the projects that will follow the initial Project Leaf construction work.

Recommendations: Remove the redundant language from 1:36 that is currently in 1:35 and replace with up-to-date Board Goals for 2019-2020 and review annually. Or remove as a policy completely.