

# **CHAPTER 1**

## **SCHOOL DISTRICT ORGANIZATION**

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DAKOTA COMMUNITY UNIT SCHOOL DISTRICT #201  
DAKOTA, ILLINOIS

**VISION  
STATEMENT**

*Our vision is to prepare all students to make positive contributions in an ever-changing world.*

**MISSION  
STATEMENT**

*Our mission is that Dakota Community Unit School District #201 will educate our students by providing quality and diverse learning opportunities while collaborating with the community.*

## **SCHOOL DISTRICT LEGAL STATUS**

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 not 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 posses 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.

Ref: Ill. Const., Art X, Sec. 1

Ill. Rev. Stat., 105 ILCS 5/10-1 et. seq.

Date Established: September, 1989

Date Revised: February, 1999

**DISTRICT ORGANIZATION, OPERATIONS, AND COOPERATIVE AGREEMENTS**

The District is organized and operates as follows:

The Dakota Community Schools became a unit district by board of education action on May 2, 1949.

The District shall operate a PK-12 program with two schools known as:

- 1) Dakota Elementary School, Grades PK –6, and
- 2) Dakota Junior/Senior High School, Grades 7-12

The District shall participate in the following joint programs:

- 1) Northwest Special Education Cooperative
- 2) Career and Technical Education Consortium (Career Tec)
- 3) Intergovernmental Agreements as follows:
  - a. TIF Agreement #1, 1996, Village of Davis
  - b. TIF Agreement #2, 1998, Village of Davis
  - c. Regional Services & Programs Cooperative, Regional Office of Education
  - d. Educational Programs, Career and Technical Education Consortium
  - e. Insurance Cooperative, Blackhawk Cooperative

LEGAL REF.: 23 IL Admin. code ss 1.210; 105 ILCS 5/10-22.31, 32.31a and  
5 ILCS 220/1

CROSS REF.: 1:20

Date Established: 7/1/2000

Date Revised: August, 1992

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## Philosophy

The Board of Education believes that they have an obligation to provide the citizens of the community with an educational program which merits their pride and confidence and to provide the leadership and the services necessary to lend dignity to the teaching and the learning process. It is the responsibility and duty of the board members to act with intelligence and maturity, to value integrity over expediency, to place unity and cooperation above self-interest and personal ambition and to approach school issues with understanding and imagination.

It shall be recognized that the distinction between policy making and execution is not easily made, that constant attention to the clarification of the working arrangement between the board and the administration is required, and that lay control of a professional operation requires a high degree of cooperation and understanding.

## Instruction

The central purposes of public school instruction are to assist the student to realize and fully develop his individual talents and to equip the student for becoming a member of society. The success of these two aims will depend upon how effectively the schools carry out the tasks of organizing curriculum and operating services.

The primary indicators that instruction is serving its central purposes are these:

- A. The individual goals, personalities and abilities of the student are so keenly understood that each student acquires indispensable basic skills and knowledge.
- B. The instructional program must provide for critical thinking, self-direction, and appreciation of rights and responsibilities in a democratic society.
- C. Instructional programs must recognize their influence upon each student's physical, moral, social and emotional and aesthetic development.
- D. Students show an expanding comprehension of the differences and similarities of the races, a sensitivity to the needs and aspirations of a variety social groups, and an accurate knowledge of the history of different peoples.

Home and Community

The school shall recognize the major contribution of home and community in the education of children and youth. The school shall recognize and respect the rights of parents, children and youth. The school shall exercise the authority vested in it by law and custom and will assume responsibility for students while in its care.

The school shall cooperate with community agencies whose activities are related to youth. The school shall work towards the development of a sound relationship between agencies and organizations and the youth in the Dakota School District.

Personnel

In carrying out its responsibility for determining the scope and the sequence of educational services, the board shall recognize and respect the teaching profession as well as the teaching staff's expertise concerning educational objectives, curriculum instruction, and the evaluation of education programs.

Administration

The execution of board policy and the administration of the school system shall be the responsibility of the superintendent and the administrative staff. To this end, there shall be continuous effort by the administration and the board to improve and refine the policies of the school system, to develop clear, precise administrative and operational procedures, and to provide means by which the board can direct the operation of the schools in accordance with its legal obligations and prerogatives.

Ref:

Date Established: April, 1985

Date Revised: August, 1992

## STATEMENT OF MISSION

***Our mission is that Dakota Community Unit School District #201 will educate our students by providing quality and diverse learning opportunities while collaborating with the community.***

DAKOTA COMMUNITY UNIT DISTRICT 201

IT IS OUR MISSION TO EDUCATE LEARNERS OF ALL AGES.

IN PURSUIT OF THIS MISSION, DAKOTA COMMUNITY UNIT DISTRICT 201 WILL:

- \_\_\_ function as a learning resource center for the communities we serve.
- \_\_\_ employ a competent and caring staff
- \_\_\_ provide students with the foundation skills they will need for a lifetime of learning
- \_\_\_ create an environment where everyone wants to learn