

### **1:10 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)

REVISED:           02.22.2016

### **1:20 District Organization, Operations, and Cooperative Agreements**

The District is organized and operates as follows:

DuPage High School District 88

The District participates in the following joint programs:

*DuPage / West Cook*

*School Association for Special Education in DuPage County (SASED)*

*Technology Center of DuPage (TCD)*

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 School Board concerning these programs and agreements.

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

REVISED:           02.22.2016

### **1:30 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 shall empower all students to develop a strong self-esteem 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.

REVISED: 02.22.2016; 11.18.2019

**EDUCATIONAL MISSION...**To work for the continuous improvement of student achievement.

## DuPage High School District 88 Vision

VISION - The vision for DuPage High School District 88 is to prepare students to be college, career and culturally ready through 2040 and beyond. We envision a learning environment that welcomes, engages, challenges and encourages actively involved lifelong learners who demonstrate leadership, stewardship and empathy for people and the environment on local, state, national and global levels. The envisioned future is described by:

Schools that...

- promote a welcoming environment for all students that is both safe (social-emotionally and physically) and conducive to optimal learning outcomes
- are structured as engaging learning communities that value and embrace diversity, foster initiative and allow for personalized and collaborative learning
- maximize a variety of learning spaces and arrangements (physical and virtual) that accommodate and sustain rigor, creativity and the attainment of college and career readiness skills
- form a cohesive interactive district-wide community that allows each school to support the needs of all learners

Classrooms that...

- are inclusive, caring, respectful, motivating and empowering for all students
- emphasize robust, experiential, personalized and collaborative learning
- develop critical thinking and analytical skills to solve authentic problems locally and globally

- reflect culturally responsive teaching strategies to serve and support all students
- provide access to digital tools that are used for the acquisition of college, career and cultural readiness skills

Learning programs that...

- provide comprehensive college, career and cultural readiness opportunities for diverse learners to thrive in an environment of inclusion and acceptance
- enable students to develop intellectual, social-emotional and life skills through critical thinking and applied learning in all programs of study
- forge partnerships with educational, business and community sectors, develop mentoring relationships and provide service learning opportunities for all students

Learners who...

- are critical, collaborative thinkers and problem solvers, who are lifelong learners, prepared to use learning tools in effective and responsible ways that contribute to the progress of our society
- are proactive, productive and ethically responsible consumers in our society
- are resilient, culturally aware and seek to encounter change as an opportunity for growth and development

Teachers and professionals who...

- are flexible, adaptable, motivating, supportive, patient, empathetic, respectful and responsive in meeting the diverse needs of all learners
- continuously work to connect existing content, skills and assessment practices with rigorous intellectual, creative and forward thinking practices in a challenging and effective manner while engaging all learners with care and respect

- are collaborative professionals who continuously pursue relevant and innovative opportunities to grow personally and professionally to best support the social-emotional and academic needs of all students
- champion equity and work to maximize the potential in every student through personalized authentic learning experiences in a flexible, collaborative and positive learning environment

School-community partnerships that...

- continuously work to inspire our relationships with elementary, middle level and higher education programs, as well as our local business and community partners
- share the responsibility for providing a diverse set of appropriate and inclusive learning and recreational opportunities for all students and children within our community before, during and after school hours
- engage in a collaborative manner to support students, families and members of our entire learning community

Graduates who...

- are self-directed lifelong learners who embrace diversity and connect with a variety of cultures and make authentic connections across differences
- are critical thinkers with effective communication skills who are resilient and goal-driven thinkers, embrace change and strive to contribute in productive and ethically appropriate ways
- champion equity and are college, career and culturally ready to successfully navigate, engage in and embrace the unique opportunities of life beyond high school
- are leaders who embrace service to others, collaboration, diversity, challenge thinking and are imaginative in future problem solving
- are technologically proficient and responsible, adaptable and open-minded to all new and current technology applications and prepared to communicate effectively and ethically

Adopted 02.25.19