

THE LEADER

Vol. 5, Issue 5 | January 2010



When kids help kids, all ages succeed (p 6)

- Annual surveys, tests start soon (p 4)
- Leading the Way: AP and ACT stars (p 14)

This month's showcased schools

Perry Elementary School | Cambridge Lakes Charter School
Jacobs High School | Liberty Elementary School

A commitment to live within our means



Superintendent
Dr. Ken Arndt

District 300 is entering an emotionally difficult period due to the state being billions of dollars in debt with no foreseeable solution. The state of Illinois is currently behind more than \$8 million in payments to D300 this year for programs such as transportation and special education. It remains to be seen whether this delinquent amount will increase in the spring and fall as future state payments to D300 come due.

The state's revenue-flow problems have been passed down to virtually every school district and public entity across the entire state; this not simply a D300 issue. The problem is compounded throughout Illinois and the nation by the historically low Consumer Price Index (CPI) of December 2008. This CPI limited D300 and countless other public bodies to collecting just 0.01 percent additional revenue this year, even as our contracted expenses continue to rise.

At a recent D300 School Board meeting, Board President Joe Stevens noted that Illinois' finances are second only to California as the worst in the nation.

"When you hear the talk not only about the (state's) debt as it currently stands, but the debt that is hidden, we are surpassing California in the debt we're going to have and how we're going to pay it back," Stevens said. "There's absolutely nothing that's taking place visible to the public in the (Illinois) General Assembly on what to do about this problem, because there's a Governor's election coming up and nobody wants to do the tough stuff. It probably won't be addressed for at least another year."

Therefore, at the Jan. 11, 2010, School Board meeting, I am making a set of recommendations for cutting approximately \$6 million in expenses from D300's 2010-2011 budget. (This is on top of the \$3 million that was already cut this school year to ensure we maintain a balanced budget.) Please look for this information to be posted to the D300

website, www.d300.org, after January 11, along with a timeline for public input and committee meetings in which the recommendations will be further discussed. The Board and I will truly welcome public input and suggestions.

The Board plans to vote on cuts during the Feb. 22, 2010, Board

meeting, to comply with the law requiring sufficient notice when releasing staff. Because the state's fiscal forecast may still be dark and hazy at that time, the Board may choose to make a conservative decision now to ensure that we can continue to live within our means down the road. If the state's fiscal picture brightens in the next few months, we may ultimately be able to reinstate a few of these cuts.

However, I guarantee that I will never again recommend a referendum in D300. While the next few weeks of public discussion on the proposed cuts will be quite emotional for all involved, I can assure you that I do not have a referendum on the horizon. Also, my recommendations will not touch the areas that were part of the March 2006 referendum, specifically that we will not cut extra-curricular activities, we will not increase class sizes beyond their current caps, and we will not deficit

spend.

The proposed cuts largely stem from our annual EPRT process, in which all D300 leaders at the school, Central Office and Board levels study all programs in the District then rank all programs for potential cuts or expansions. The EPRT process ensures that we have a well-

informed plan for virtually any budget scenario we may face. If and when we must cut, we have thoughtfully identified areas to reduce by 10 percent.

Other reductions may be achieved through collective bargaining with employee groups. The contracts for three employee groups will expire this summer: LEAD (teachers and other certified staff), DESPA (secretaries

and custodians), and administrators. However, those negotiations will still be ongoing at the point that the Board must make its preliminary budget reduction decisions (Feb. 22, 2010).

The Board and I are aware that for almost any cut that we suggest, someone will be upset by its impact. Therefore, there are challenging decisions ahead, and we ask that the community works closely with us in finding solutions.

"We don't want this to be a combat. We want it to be a dialogue. Everybody recognizes we have a difficult path ahead of us. What we have to do needs to be done in a collegial and joint fashion."

**D300 School Board
President Joe Stevens at a
recent Board meeting**

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Carpentersville IL 60110.

Briefs & Bits

JANUARY BEGINS TESTING SEASON

January begins a major testing season for District 300 students.

Throughout the month of January, K-12 grade students who are English Language Learners (ELL), or who are new to the District and have a language other than English spoken at home, will be taking the ACCESS test. This is a state mandated test to assess the students' English language proficiency.

Also this month, all 2nd and 5th graders will take the Otis Lennon School Ability Test (OLSAT). This will occur between Jan. 11 and Jan. 22, depending on the school. The OLSAT provides information on students' verbal and non-verbal reasoning and problem-solving abilities.

The required state test for all students in grades 3-8, called the ISAT (Illinois Standards Achievement Test), will be administered **March 1-12**. This is a very important test because, according to the mandates of No Child Left Behind, student and school progress is measured through this assessment. You may have heard of schools working to achieve Adequate Yearly Progress (AYP), which is directly tied to student performance on the ISAT.

All high school major assessments will be given **April 28-29**. PLAN - which assesses learning in English, math, reading and science - will be given to all freshmen. An initial ACT test will be given to all sophomores. Additionally, all juniors will take the PSAT (Prairie State Achievement Exam), which is required for high school graduation and is made up of two assessments: the ACT and WorkKeys.

ACT is a college entrance exam that measures English, math, reading, and science abilities, and WorkKeys is an application of these subject areas in a work/business setting.

With all state or D300 assessments, it is wise for parents to adequately prepare their children for these important exams. However, there needs to be a balance between stating the importance of doing one's best on the test while not making your children unnecessarily anxious.

The following are some ways that parents can help their children do well on these important upcoming tests:

- Talk to your child's teacher(s) often to monitor your child's progress, and to find out what activities you can do at home to help your child do well in school.
- Ask to know how homework assignments relate to the areas that will be tested.
- Know exactly when tests will be administered. On these dates, make sure your child gets a good night's sleep and healthy breakfast before coming to school.
- Don't judge your child on the basis of a single test score.
- After the test, talk to your child about how they felt about taking the test; consistently tell and show your child that his/her learning is important both to you and to his/her own future
 - Keep a variety of books, magazines, and computer resources at home to encourage curiosity. In this way, your child can understand that learning is about more than preparing for a test.

ANNUAL SURVEYS BEGIN

District 300 has begun its annual stakeholder survey process in partnership with ECRA Group. This is directly tied to our 5-year Strategic Plan that ensures accountability.

Your anonymous input is extremely valuable, and your cooperation will be much appreciated. The results of the annual survey ensure that D300 leaders can determine the effectiveness of their efforts.

The graduate survey began in December, with the classes of 2009 and 2004 now being notified by postcard. Graduate surveys will be conducted online, and instructions are included on the postcard. Parents are asked to pass the information along to graduates living away from home. *NOTE: The survey invitations are not related to the postcards recently mailed to all graduates from the past 35 years; those mailers are part of the new D300 Alumni Directory. For more on the Alumni Directory, visit the Nov. 24, 2009, news release at www.d300.org.*

D300 administrators, faculty and staff members will complete an online survey this month. ECRA is notifying them of the survey by email.

Parents will be surveyed in February. Parent surveys will be sent home with all D300 students, with instructions included. Parent surveys will be available in English and Spanish.

Also during February, a random sample of D300 community members who do not have children currently in D300 schools will be surveyed by telephone.

Middle and high school students will be surveyed in early spring.

ECRA will publicly report the survey results to the District this spring.

PIANO FESTIVAL

All piano students in grades 3-12 are invited to register for the D300 Piano Festival. The noncompetitive annual event will be Tuesday, March 23, at Westfield.

Students can pick up entry forms from any D300 music teacher. Forms are also available via the online news release after Jan. 1 at www.d300.org, along with more details. The deadline to enter the festival is Friday, Feb. 5. For more information, call Cathy Storm at 847.551.8338.

DUAL LANGUAGE PROGRAMS

A Dual Language (DL) program is an enriched form of education. It is open both to English and Spanish speakers. The goals of this researched-based, two-way language initiative are to develop a high level of achievement in speaking, reading, and writing in two languages for students in kindergarten through fifth grade. The program strives to promote bilingualism and bi-literacy while promoting positive attitudes, knowledge and appreciation of other cultures and their languages. It also helps students to meet or exceed the State learning standards in all subject areas.

If your child will enter kindergarten this fall and you are interested in a D300 Dual Language program, ***please plan to attend one of the informational meetings listed below.*** To learn more, call (847) 551-8316.

Liberty Elementary DL Program

March 1, 6 to 7:30 p.m., Liberty:
6500 Miller Road in Carpentersville

March 4, 9:30 to 11 a.m., the deLacey
Center: 50 Cleveland Ave. in Carpentersville

Gary D. Wright Elementary DL Program

March 2, 6 to 7:30 p.m., Gary D. Wright:
1500 Ketchum Road in Hampshire

March 4, 6 to 7:30 p.m. (same location)

When kids help kids: The power of peer mentoring

It is one thing for an adult to teach a child. It is another thing altogether for children to teach each other. At schools across District 300, we see the tremendous impact of collaborations between elementary and secondary schools. When these kind of peer partnerships occur within the same school, their impact can be even more immediate. The following are just

FROM THE COVER



a few of the powerful programs that have D300 students taking learning to a whole new level: **their own.**

Liberty Elementary

At Liberty Elementary, students have opportunities to mentor their younger classmates and to be mentored by older students as well.

Peer mentoring provides Liberty children the chance to work cooperatively in improving their academic skills and strengthen social interactions. Peer mentoring also provides students with an opportunity

to develop leadership qualities, improve communication skills and increase self-esteem.

Mentoring begins in first grade through our Buddy Day program. As poet Maya Angelou once said, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." With this in mind, Buddy Day was conceived at Liberty Elementary School seven years ago.

Under the guidance of literacy teachers Nancy Hatcher and Christine Arnold, all 1st and 5th graders read and write together one Friday per month. Fifth graders receive training and teach a lesson to their first grade buddy using a peer mentoring framework. First graders build reading fluency through books and poems and participate in various reading and writing activities.

Among the most rewarding benefits of Liberty Buddy Day is the chance to see our 1st grade mentees grow up to be our 5th grade mentors and share the wisdom their buddies once provided them.

"I wish every elementary building in D300 would experience Buddy Day," Ms. Hatcher said. "It is filled with joy and awesome reading."

Gary D. Wright Elementary

A goal of the staff at Gary D. Wright Elementary was to expose our preschool students to reading in various settings. We also wanted to provide practice and mentoring opportunities for our intermediate students. Therefore, we paired the two groups and had them meet regularly. The intermediate students would read aloud with their preschool "buddies" and model reading strategies for them. Both groups of students looked forward to reading together and sharing.

By providing this opportunity for our students, we watched their excitement for reading flourish – both for the preschoolers and the elder children. Additionally, we watched the students develop supportive, encouraging relationships with one another.

We also had the opportunity to work with Hampshire High School students. HHS students taught Spanish to our 4th graders as part of a future teachers program. This program gave the high school students hands-on experience with teaching. Our 4th graders were exposed to another language by their role models, which made a real impact on both groups.

"This program was a win-win

situation any way you looked at it," said Wright Principal Don Wicker. "It was wonderful to see the students interacting so positively, and to see some of our high school students giving back to the community through teaching."

Algonquin Lakes Elementary

At Algonquin Lakes Elementary, all kids look forward to Buddies time. A primary class is matched with an intermediate class for the last half-hour of each week. The teachers work collaboratively to pair elder and younger children for the entire school year and plan activities and lessons for both classes to do together.

Working as partners, the students do a variety of activities geared toward the Illinois State Learning Standards. The relationship that builds between the students is one that they carry with them throughout their time at ALES. Teachers have found these relationships to be beneficial for all ages of students. The older children experience a feeling of pride and hold themselves to high expectations because they feel and act as a role model for the younger children.

While our Buddies program helps build community among students, it also allows teachers to get to know more students than they might have otherwise.

"I like having a buddy because my buddy helps me on hard words."

Colleen Cranston
Liberty 1st grader

"What I like most on buddy day is when they share their writing or poems with us. It is interesting to hear what they say and feel."

Danielle Smith
Liberty 5th grader



Buddies at Algonquin Lakes

Perry Elementary School

BY PRINCIPAL CRAIG ZIELENIEWSKI

What do you want to be when you grow up? Children usually respond to this question with police officer, singer, firefighter, professional athlete, President. But if you ask any of the Dundee-Crown High School students participating in the Child Care and Development programs, you might get a different answer.

Over 100 students are enrolled in Child Care and Development courses at Dundee-Crown, which brings them to nearby Perry Elementary up to 20 hours. Only students with a passing grade are able to participate in the hands-on visits to Perry. According



to Mrs. Melissa Baker, the course instructor, this provides motivation for her students to do well. Mrs. Baker believes that the collaboration her students experience with the students and teachers at Perry Elementary is invaluable.

"They have so much fun it's like we're tricking them into learning," Baker said.

These high school students study the physical, social, emotional and cognitive developments of children at different age levels. When they visit Perry, they go to an assigned classroom with a partner. One of the partners participates and the other partner observes as part of their studies. During their next visit to Perry, they reverse roles. Finally, they use their classroom experiences and observations to complete their high school coursework.

The elementary students and teachers at

Perry benefit from this partnership, as well, by having an extra set of hands. Mrs. Claire Yang had high praise for aspiring teacher Erica Hernandez, a Dundee-Crown senior who works in her classroom.

"I model for her how to teach reading strategies," Yang said. "When she teaches groups of students, I watch what she is doing and jump in to give her help. I encourage her to prepare lessons for the students."

Dundee-Crown junior Brittany Schultz said it was an amazing feeling to assist Perry's hard-working children. Classmate Kaitlin Cabral agreed.

"Experiencing the classroom atmosphere and getting to see all the sights, hear all the sounds, and truly get to feel what it feels like to be an elementary school teacher is great," Cabral said. "(It) just reinforced my drive to major in teaching when I go out to pursue my career."

"I learned so much from Perry and will take this experience with me into my future career and life."

Dundee-Crown senior Sam Ruttenberg

"Being in the Child Development program at Dundee-Crown allowed me to gain experience working with children."

Perry paraeducator, aspiring teacher, and former DCHS student Flor Reyes

Showcase School: Perry Elementary

Cambridge Lakes Charter School

BY PRINCIPAL KAREN BEHRNS

Building on researched-based CORE Knowledge curriculum, Cambridge Lakes Charter School has expanded student learning through language and global learning, music and team sports.

D300 students at the charter school are learning Spanish, French and German. Language classes are focused on pronunciation, application, and comprehension through the use of online resources. Supplemental materials, small group dialoguing, practical application, and games support the vocabulary learning.

- Kindergarten through 2nd grade students study the Spanish language and Spanish-speaking countries
- Third and 4th grade students study French and French-speaking countries
- Fifth and sixth grade students study German and German-speaking countries.

Our language learning objective facilitates students' mastery of a second language and familiarity with a third and fourth language during their 9 years at Cambridge Lakes Charter School. As a result, students in seventh and eighth grades choose one of the 3 languages for mastery. These upper-grade students collaborate with lower-grade students for language learning and global exploration. Global learning has expanded all of our students' understanding of their world.

Our school's new Global Council has brought together parents, teachers, and students, who look forward to hosting an International Fair in 2010.

Another expansion at Cambridge

Lakes was the debut of cross country and girl's volleyball teams this fall.

"We were fortunate to host our own meet this year supported by the Hampshire High School cross country team," said Athletic Director Drew Smith.

Strike up the band! Twenty-six 4th through 8th grade students did this fall. They presented their first concert in November and will perform a special concert this month called, "Our Winter Ensemble."



POINTS OF INTEREST

- Enrollment at the charter school, which is open to all K-8 students in D300, reached 485 students this fall
- 90 percent or more all students in grades 4-8 met or exceeded state norms in math, with all 6th graders meeting or exceeding
- Many of our graduating 8th graders have gone on to perform well in advanced coursework in D300 high schools
- For more information on the Cambridge Lakes Learning Center, please call (847) 464-4300

Showcase School: the Charter School

Jacobs High School

BY "SAMS" RYAN GREEN AND TAYLOR SINOPLE

A day in the life of a high school principal can be hard to imagine. Countless phone calls, classroom visits, district meetings, parent concerns, and over 200 e-mails a day – these are just some of the things a typical school leader has to deal with. Last year, Jacobs High School adopted a national model to support Principal Michael Bregy organize and manage his demanding schedule. This program is known as the "SAM" (School Administration Management) project. The SAM project's main purpose is to transfer the principal's primary focus from operational management to academic achievement. This allows the principal to focus on teacher instruction, course curriculum and the effectiveness of the teaching and learning taking place in the school.

In 2008, Jacobs High School was one of seven schools in District 300 to voluntarily adopt the program. Jacobs was soon identified as the only school in the country to use a student as the "SAM" who helps the principal to keep his schedule focused on instruction. This year's SAM is senior Ryan Green. Now with a year of experience under the school's belt, the Jacobs' SAM project has taken another innovative step. Mr. Bregy

has implemented a second student SAM whose entire focus is on technology and informing the community of the SAM program's successes. The student chosen for this task is senior Taylor Sinople.

Both of the student SAMs spend their time working together in the office during their first period, as well as participating daily in a collaborative meeting between Mr. Bregy and his secretary Char Gaul. This set up has proved efficient. Data have shown that Mr. Bregy has already seen an 800 percent increase in the number of classrooms visited when compared to all visits of last year. The benefits created from his increasing knowledge of curriculum and instruction cannot be overstated.

The future of the SAM project in Jacobs High School is quite promising. Goals include Mr. Bregy visiting all 150 teachers' classrooms twice and raising the time focused on instruction by 1,000 percent, which set a high bar for the program.

For more about the SAM program in Jacobs and six other D300 schools, please see the Dec. 14, 2009, School Board special presentation at www.d300.org/document/15193



Principal Michael Bregy (center, white shirt) spends a large amount of his time actively engaged with students and teachers in the classroom.

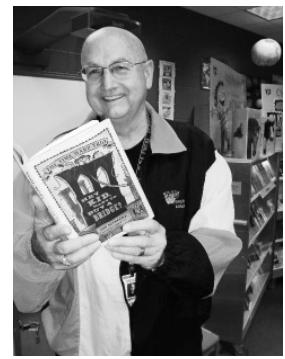
Liberty Elementary School

BY PRINCIPAL KRISTIN CORRIVEAU

At Liberty Elementary School, we embrace the fact that all children are unique and have their own way to learn. Therefore, our School Improvement Plan (SIP) is focused on differentiating instruction to meet the differing needs of Liberty learners. Our staff concentrates on ways to work with a variety of learning styles in the classroom, such as the differences between boys and girls in reading, those who speak a second language, high aptitude students, and students with learning difficulties.

During our September 2009 staff inservice, which was held in conjunction with Lincoln Prairie Elementary School, we discussed the unique learning needs of boy vs. girl readers. According to the website www.guysread.com, the following reasons contribute to boys' underachievement in reading:

- Biologically, boys are slower to develop than girls and often struggle with reading and writing skills early on.
- The action-oriented, competitive learning style of many boys works against them learning to read and write.
- Many books that boys are asked to read do not appeal to them.
- As a society, we teach boys to suppress feelings. Boys are not as practiced in exploring the emotions found in literary fiction.
- Boys don't have enough positive



Jacobs Basketball Coach Jim Hinkle was a guest reader.

male role models for literacy. After discussing these and other reasons that can contribute to lower reading scores for boys, each grade-level staff team worked to develop a plan to help inspire their male students. Our fifth grade classes began participating in a Football Frenzy reading program. Students record and measure their reading activity based on yardage of a football field. Many grade levels are building their classroom libraries to incorporate more books focused on topics that most boys enjoy reading, such as nonfiction, humorous, and scary stories.

One of the most well received initiatives was created by our 3rd grade team. Each Friday, our boys now participate in a "Boys Only" book club. Male guest speakers read to our students, share their own stories of growing up as readers, and tell how reading shapes their lives today. So far, our readers have included Superintendent Dr. Ken Arndt, Board Member John Ryan, Algonquin Village Trustee Jim Steigert, and Jacobs High School Basketball Coach Jim Hinkle.

The impact of this initiative can be measured now by the enjoyment we see on our boys' faces each day as they read. Moving forward, we will be able to measure their growth and improvement in their reading skills for years to come.

NEW! Teacher Feature

LEAD300, the association of teachers and certified staff, brings you this new column.

KRISTINE FRIES

YEARS TEACHING IN D300: 10

QUOTE: "TEACHING IS NOT MY JOB. IT IS WHO AND WHAT I AM."

When you walk into Kristine Fries classroom at Algonquin Middle School, it is clear that it is not her room but rather "their" room – the students. Only half of the lights are on, allowing natural light from the window to create a calm learning environment for everyone. During a recent study hall, students Danny Zissman and Jared Ludwig worked with Mrs. Fries to develop a PowerPoint presentation about their colleges of choice.

"The AVID program is difficult but Mrs. Fries and tutors really help us," Danny said. "Mrs. Fries make us feel comfortable in asking any question."

Jared agreed, noting the great experience of being in a class

with other students who similarly aspire to continue their education – and a teacher who is determined to help them get there.

"She understands what we need and makes us believe we can do anything if work hard enough for it," Jared said.

Mrs. Fries said she relishes the chance to empower her students



with an active role in their learning process.

"That is why I love teaching AVID," she said. "The students are not only learning new skills but also developing a love for and understanding of the importance of an education."

Mrs. Fries has taught in District 300 middle schools for 10 years. She spent the first five years of her career at Carpentersville Middle School before being transferred to AMS, where she teaches 7th grade social studies and AVID (Advancement Via Individual Determination).

During a recent lesson in her social studies class, students were allowed to select the work area that they felt was best for completing their projects. Some worked at their desks, some were seated in a corner section of the floor, and others chose the hall. Mrs. Fries moved among them all in what appeared to be a seamlessly attentive flow. Seventh grader Kody Roney appreciated her approach.

"Mrs. Fries is helpful and forgiving," he said. "She gives us second chances." Classmate Kim Lopez added that Mrs. Fries makes the kids feel "safe."

"We know we can try something new," Kim said, "becau

Foundation for Educational Excellence



The Board of the District 300 Foundation for Educational Excellence hopes that all D300 families had a happy and healthy holiday season. Perhaps you had the chance to stop by the Lake in the Hills Village Hall on Dec. 5, 2009. This was the Foundation's first year participating in the village's annual "Festival of Trees." Foundation volunteers decorated a tree at Village Hall and collected non-perishable items for the local food pantry. It was a worthwhile and exciting event.



The Foundation's ornaments were hand-painted by Nicole and Diane Magerko and Alexandra and Francesca Mendicino

Looking to the future, the Foundation Board would like to welcome and say thanks to an enthusiastic group of talented new volunteers to serve on our committees:

- Cliff Berutti, a retired fifth grade teacher
- Patti Douglas, graphic artist and parent volunteer from Lincoln Prairie Elementary School
- Pat Ehmann, parent volunteer from Sleepy Hollow Elementary School
- Nancy Zettler, parent volunteer from Westfield and Co-Chair of Advance 300
- Camille Ziemann, parent volunteer from Neubert School

Stepping up to volunteer on the Foundation Board is a tremendous public service. Debby Sosine has been volunteering in D300 for more than 20 years and cites the D300 Foundation as the most rewarding experience of all.

"I love seeing the exciting ideas that come out each year with the individual teachers' innovative grant proposals," Sosine said. "Working with the teachers in finding new ways to enhance the classroom through the Large Grant projects is very gratifying. I've always tried to find ways to give back to my community, and working with the Foundation has been very meaningful."

This is sure to be a very exciting New Year with all of our new board members and their contributions to the Foundation.

Did you know the Foundation has committees that work specifically with science & technology, performing and fine arts, literacy, and student leadership? The Foundation works directly with the educators from each of these groups to create projects for the Large Grant process.

For more information about becoming a Board member or volunteering for a position, please contact Linda Keyes at 847.551.8475.

Leading the Way

Recent honorees at District 300 School Board meetings:



AP SCHOLARS

Granted to students who earn grades of 3 or higher on 3 or more AP exams

Dundee-Crown

- Rebecca Conway
- Kelsi Cook
- Jennifer Geiman
- Lanea Glauner
- Rachel Gray
- Michelle Musielewicz
- Ryan Nanni
- Rachel Smith
- Merry Wang
- Kali Williams
- Kyle Yaffe

Hampshire

- Kevin Becker
- Tyler Hendry
- Corey Richter
- Randel Chance
- Janna Strain

Jacobs

- Matthew Gardeck
- Jenny Hwang
- MacKenzie Jacobs
- Angel Kielbus
- Alex Kim
- Emmanuella Makridakis
- Saiteja Mallipeddi
- Katie Nanna
- Aimee Neilan
- Ericka Ripley
- Kelsey Roler
- Kristin Schoemaker
- Timothy Skawinski
- Heidy Valles
- Julia Zinkus

AP SCHOLARS WITH HONOR

Granted to students who earn an average grade of 3.25 on all AP exams taken and grades of 3 or higher on 4 or more of these exams

Dundee-Crown

- Matthew Arilano
- Lindsay Clark
- Christopher Halverson
- Licia Keyes
- Daniel Magnant
- Amy Schaff

Jacobs

- Cameron Butler
- Agnieszka Podraza
- Amy Ritzke
- John Teuber
- Kathleen Tolentino
- Megan Weber

AP SCHOLARS WITH DISTINCTION

Granted to students who earn an average grade of at least 3.5 on all AP exams taken and grades of 3 or more on 5 or more of these exams

Jacobs

- Andrew Cho
- Nicholas Danna
- Nikolai O'Hara
- Jennifer Ruther

DUNDEE-CROWN "SUPERHEROES"

Dundee-Crown High School students and staff broke the Guinness World Record® on Dec. 8, 2009, for the number of people dressed as superheroes in an event that school leaders called "Superheroes of the Community." The goal was to benefit struggling community members while uplifting DCHS students and boosting school pride. As led by the Superfans and teacher Lisa Holbrook, Dundee-Crown totaled over 1,400 superheroes, more than 1,000 donated food items, and nearly \$1,900 in cash donations to benefit local shelters and crisis centers.



2009 NATIONAL BOARD CERTIFIED TEACHERS

National Board certification is a rigorous and challenging process, similar to earning a doctoral degree, through which candidates must prove in-depth content knowledge and teaching practices measured against the very highest standards. It is an impressive achievement that is widely recognized at the national and state levels as a supreme benchmark for teacher quality. D300 is proud to have dozens of such outstanding teachers.



Marcy Stewart
Jacobs High School



Morgan Szymonik
Hampshire Middle



Kate Nangle
Liberty Elementary



Mary Jane Pflederer
Liberty Elementary



Kirt Grochowski
Dundee Middle

ACT STARS Students who earned a composite score (meaning all sections) of 30 or more on the 2009 ACT exam

Hampshire

- Amy Brown
- Rachel Neisendorf

Jacobs

- Edwin Bautista
- Jeffrey Bongiovanni
- Jae Wook Cha
- Katherine Cook
- Brittany Cooke
- Grant Dixon
- Kathryn Johnson
- Kyle Kotleba
- Elizabeth Lampp

- Saiteja Mallipeddi
- Erik Melchers
- Meghan Odendaal
- Kevin Olson
- Daniel Paitl
- Nathaniel Perrone
- Lavina Ranjan
- Pamela Schuett
- Keith Schumachee
- Daniel Thompson



Dundee-Crown

- Sean Bernhard
- Joseph Carrothers
- Lindsay Clark
- Joshua Cook
- Nicole Daniel
- Sara Glade
- Lanea Glauner
- Matthew Hellyer

- Zane Kelly
- Lindsay Mosher
- Michelle Musielewicz
- Gina Paxson
- Stephen Roos
- Jacob Ruschli
- Brooke Schleeauf
- Casey Vickstrom
- Holly Zissman



SCHOOL BOARD MEETINGS AT THE ADMIN. CENTER

- 7:30 p.m. Monday, Jan. 11, 2010
- 7:30 p.m. Monday, Jan. 25, 2010

Monday, Jan. 18: D300 closed for MLK Jr. Day

Friday, Jan. 22: End of 2nd nine weeks / 1st semester (gr. 6-12)

Monday, Jan. 25: No classes, all grades (school improvement)

NOTE: The School Board will vote this month on the proposed D300 Calendar for 2010-2011 and 2011-2012. For more information, see the Announcement at www.d300.org. When the 2-year calendar is finalized, it will be posted to the District Calendars webpage at www.d300.org.

WEATHER & CLOSINGS

D300 procedures for closing schools due to severe weather were detailed in the December 2009 newsletter. To review this information, please visit Questions #18-20 on our Frequently Asked Questions webpage at www.d300.org/about-us/facts-faq/faq-frequently-asked-questions



Board of
Education

Top row (L to R):

Superintendent Ken Arndt, Member John Ryan (*Algonquin Township*), Member Monica Clark (*Hampshire Township*), Member Dave Alessio (*Dundee Township*), and Member Chris Stanton (*Rutland Township*).

Lower row:

Vice President Karen Roeckner (*Dundee Township*), President Joe Stevens (*Dundee Township*), and Secretary Anne Miller (*Algonquin Township*)

COMMUNITY UNIT SCHOOL DISTRICT 300
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