

THE DISTRICT 21 Author



Enhancing Community Partnership through Dialog

The Newsletter of School District 21 Winter 2010

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Letter from Dr. Gary Mical

The District 21 Community

District 21 is an integral part of our community, and we share the economic challenges that have not spared any facet of community life. This winter's edition of The Author looks at the way District 21 knits its community together, reinforcing the connections that make a society resilient in times of stress.

Let's take a moment to appreciate the small successes that happen in classrooms every day. Staff from Tarkington School has shared their success at the statewide No Child Left Behind annual conference. Teachers at Longfellow volunteered their free time for a school-wide boot camp to upgrade classroom literacy stations, and staff at Field School responding to research findings on how exercise improves academic performance is building more physical activity into each day.

Tutorial programs expand beyond the regular school day like Blazing Bulldogs at Whitman Elementary, P.M.@Twain at Twain School and a new Before School Reading Program at Frost School. Meanwhile, activities like Math Counts at London Middle School and Student Tech Club at Poe School

let students explore and expand their skills.

Events like the Veteran's Day Assembly at Cooper Middle School that brought young and old together in a moment of gratitude, the lively pep band at Holmes Middle School that is building school spirit and community pride, the new Helping Hands Program at Riley School where students are bonding with each other through being helpful, and Hawthorne Early Childhood Center's weeklong Celebration of the Child – all tie us together in important ways.

Last but not least, take time to enjoy the story of how childhood friendship forged on the Kilmer School playground blossomed into a love story that has made the pages of the most recent edition of Chicken Soup for the Soul.

Great things happen in our schools, and they keep the heart of our community beating strong.

Cooper Middle School

Veterans Day Assembly Builds Citizenship

District 21 schools are not in session on Veterans Day, but Cooper Principal Dr. Pamela Kibbons wanted to emphasize to her students why they are not in school on that very special day, so she worked with the Buffalo Grove police and fire departments to create an assembly to honor our veterans.

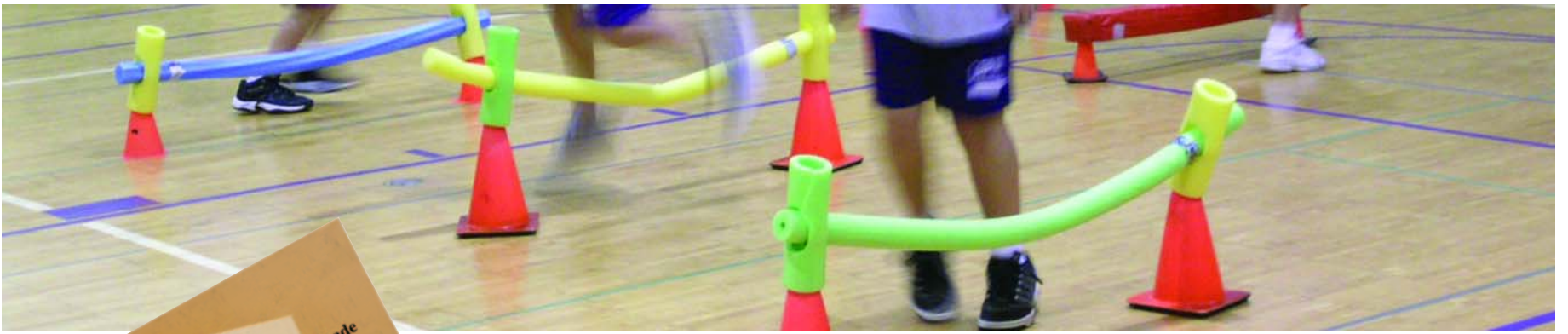
"The assembly served a dual purpose. It sent a message to our students about the role of the police and fire departments. Usually, they come to our school to present safety education to prevent a tragedy," Dr. Kibbons says. "Our assembly emphasized both service to our country and to our community." The police and fire departments also provided an honor guard.

Hector LeLapz, a police officer, and Skip Hart, a fire officer, both of whom are also veterans, were

keynote speakers at the event. "It was awesome," says Dr. Kibbons. "We recognized all veterans from all wars, as well as military personnel who are currently on active duty. We had several students whose grandparents came, and we invited the residents of a nearby long-term care facility. They appreciated it."

"Our band and choir performed patriotic music, and we explained what the pieces mean. We had a moment of silence after performing Taps," Dr. Kibbons says. "Our students really felt the day was extremely meaningful. They decorated their classroom doors in honor of the veterans, and at the conclusion of our ceremony, the guests toured the school to see the special memorabilia and messages on classroom doors."





Field School

Getting Smarter While Getting Fit

Gym class has long been considered part of a good education, but studies are showing that it clearly improves academic performance. One study done recently in Naperville showed dramatic increase in test scores after vigorous exercise.

This exciting news is not lost on Field P.E. teacher Jeff Rojewski. "We're changing our thinking because of this study," he says.

Whether they are running outside or exercising in the multi-purpose room, Field students are benefitting from their new, more active routines. "We are including more activity right before a big test," Rojewski says. "Our P.E. schedule is made by the district, so we aren't changing that, but teachers are modifying their class schedules so that on the days they don't have P.E., they are making time for exercise.

Some teachers take their students outside and have them run before tests."

"It makes sense," Rojewski continues. "People can't sit too long, especially children. So you move them and then sit them down to hit the books."

A 15-minute exercise program has been included in the Make Every Moment Count after school program too. "It works out well," says Rojewski. "The teachers get a breather to get organized for their after school program, while the kids are exercising to get their brains ready. Then they grab their snack, go to the classroom and get down to work."

Rojewski calls 15 minutes of vigorous activity a great start. "I believe we could always use more," he says. "That's my perspective as a PE teacher."



Frost School

Early Morning Program

When Title I Funds became available, the Frost staff decided to add an early bird program. "We have extensive after-school programs, and many of our clubs meet during the lunch hour, but before-school was untapped time for us," says Frost Principal Rick Herrejon. The supplemental reading program came together rapidly and began in November.

"We looked at our bank of resources to determine which programs work most effectively. We are focusing on comprehension strategies and using guided reading to help them become better readers," he says.

Teachers recommended students who would benefit from more reading support, and now 35 students are coming in twice a week for 45-minutes of reading reinforcement. They work in small groups with classroom teachers. Herrejon

says he is looking forward to analyzing data to fine tune the process, but initial feedback is good.

"At first, some of the kids were a little leery about coming early," says Resource Teacher Lisa Zickert. "Now they are excited about coming. We have small groups reading at the same level, so they enjoy working together, and the teachers like the small-group dynamic."

"Our parents have been putting their best foot forward to help create this, and there are many ways to build on this type of program now that it is started," Herrejon says. "We are considering a math piece and maybe a piece for kids who are above grade level. We are looking to the bigger picture. I can see this becoming a great program."

"We are looking to the bigger picture. I can see this becoming a great program."

Hawthorne Early Childhood Center

Celebrating the Young Child

Every year Hawthorne Early Childhood Center throws a celebration of young children in conjunction with the National Association for the Education of Young Children (NAEYC).

"We are very grateful that our School Board sees the importance of early education," says Hawthorne's Principal, Dr. Gwen Gage, "not only for children with special needs, but children who are second-language learners and potentially at risk in their academic development."

This year the celebration is scheduled for March 15-19 and will be themed The Circle of Life. "Families, babies, children, parents and grandparents make up the circle of life," says Gage. "We will kick off the week by helping the children make spring greeting cards for the residents at Lexington Health Care. Our children are not too

young to learn about service to others. It will also give us the chance to talk about all the family members and build vocabulary."

Throughout the week guest readers, including grandparents of children in the school and community leaders, will share books. Singer/Song Writer Carol Peterson will perform "Active Music for Kids" on Wednesday, and Thursday each classroom will select a spring object to share with other classrooms, adding the seasons to the Circle of Life theme. An evening family reading party will be highlighted by the school book fair, which raises school funds and improves the students' home libraries.

A dentist will also visit Hawthorne in March to provide free checkups. The exam information will be sent home so that families can follow up if necessary.



Holmes Middle School

Pep Band Builds Morale

The number of students in Holmes band program, under the direction of Jeremy Budrow and Bryan Itzkowitz, has doubled in the last five years, and its shining new star is the Pep Band.

“Pep Band increases the level of excitement at games and raises school spirit,” says Holmes Principal Martin Hopkins. “We can have as many as 300 people packing the bleachers, and everybody loves our Pep Band – parents, kids and teachers.”

“It’s great for the kids,” says Itzkowitz. “They don’t normally get to play the fun music unless they are in jazz band, but Pep Band is open to everyone. It’s the only ensemble for everyone from 6th to 8th grade.”

There are only two middle schools in the conference with pep bands. “We play it up. The kids know this is special, and they

definitely feel proud,” Itzkowitz says.

“We set up around 3:45 and play until the game starts. The Poms have created choreographed dances to our songs. During timeout, we play and the Poms dance with us. The Poms compete in a conference, and we are going to play there too. They have never had a pep band there before.”

“When strangers come up and tell us the Pep Band sounds good, it adds a sense of pride to our band program,” Itzkowitz adds. “It brings the school a little closer.”

Numerous studies show how music can improve academic performance. “We also teach leadership in our band program,” Itzkowitz says. “We are helping our students to mature by giving them the opportunity to do that around music.”



Kilmer School

A School is the Heart of the Community

Imagine second graders, Nathan and Joanna in 1994. They play happily together, but Nathan’s family moves away. Four years ago, they reconnect, but where shall they meet? Where else but their old playground at Kilmer School. Fast forward a few more years to Joanna’s birthday party. Family and friends have gathered, but Nathan can not be there because he is stationed in Afghanistan. His best friend brings a note from him telling Joanna, “You have a surprise waiting for you in the spot we first met. Go get it before someone walks off with it! Bring everyone along.”

Waiting on a playground slide is Nathan! They reunite surrounded by their friends and family, and even two of their childhood teachers. Having been given an unexpected leave, Nathan enlisted mutual friends and enthusiastic Kilmer staff to bring Joanna his surprise birthday present in person — a diamond engagement ring. Joanna tearfully accepts.

If this sounds like a chapter out of Chicken Soup for the Soul’s most recent book, True Love, that’s because it is. You can read all the details in Chapter 33. Though not all stories are as dramatic, every school day can contain

moments that will shape a lifetime.

P.E. teacher Rick Ryan remembers Nathan and Joanna and many other children who have passed through his classes. “A student will return and say, ‘You touched my life in many ways — like how fair you were on the playground, or how you encouraged me when I couldn’t shoot a basketball.’”

“We have lots of students who come back, and they often remember things that are outside the normal curriculum,” adds teacher Tracy Snelson, who also taught Nathan. “They remember the things that are hands on, things that relate to life.”

Kilmer Principal Kim Zinman agrees. “When we think about the test scores and how much we have to get done, and what projects have to be completed, we don’t want to lose sight of the social-emotional aspect of learning our students will need to function successfully as adults.”

“A school is the heart of its community. Nathan and Joanna are a good example of that. The Kilmer playground was a happy memory for them. I look out into the playground and wonder,” says Zinman. “You never know.”



Nathan pops the question to Joanna on the Kilmer School playground

“They remember the things that are hands on, things that relate to life.”

London Middle School

Math Counts is Challenging and Fun

Math Counts is one of the ways London Middle School helps students take their interests beyond the classroom. The National Enrichment Club provides math resource teacher Chris Schieffer with new activities to engage and challenge students every week.

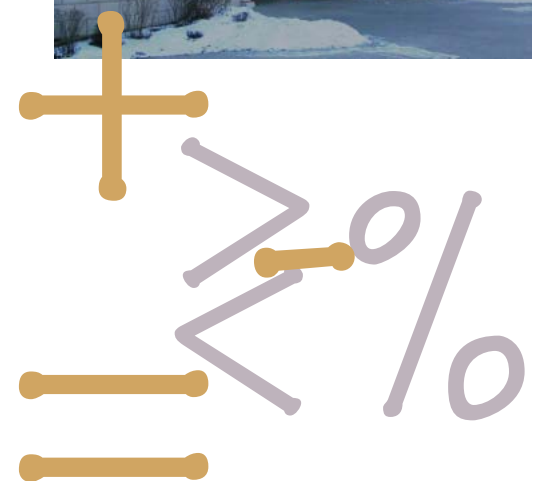
“It’s tried and true for both challenge and fun,” Schieffer says. “You don’t have to be a wiz at math to have a good time at Math Counts. The kids come for the social aspect to hang out and do a couple of math problems with their friends, but the majority of them also like the challenge.”

Students explore math in a less structured environment and pit their new skills against each other. Each year London participates in a regional competition. Last year London placed 10th out of 37

schools. Schieffer has high hopes for this year. “Last year’s team was mostly 6th graders, and we have a lot of students who came back.”

“In the club, it’s all hands on,” he continues. “The kids get to play math games online with kids from all over the world. Last week, one student was playing against someone in Florida and someone in Japan. When the kids log in, they see a map of the world and know where they are playing.”

“There are some problems that nobody in the club can solve alone, and we work on those as a group, which reinforces social skills,” says Schieffer. “The tough problems give them experience expressing frustration and resolving disagreements with a variety of people.”





Poe School computer teacher Jill Ziegler and her students

Every year, the Tech Team takes on a key project. This year they are making podcasts of book reviews at all grade levels.

Poe School

Student Technology Team Gets Better Every Year

Many Poe 4th and 5th graders benefit from being a part of the Student Technology Team, and the rest of the school benefits from what the team learns and does too.

All the classrooms watch the Tech Team's live video announcements each Friday, on topics ranging from mini-courses coming up in February, to playground protocol, weather, collections for charity or the news of the day. Every year, the Tech Team takes on a key project. Last year they created web pages about topics they were researching. This year they are making podcasts of book reviews at all grade levels so students can pick books to read based on reviews by their peers.

"We take 20 students each year," says computer teacher Jill Ziegler, who supervises the Tech Team. "Students have to fill out an

application and have a teacher recommendation. The kids are very motivated to be here, and we always have a waiting list." The Tech Team meets during lunch hour 1-3 times a week, depending on the requirements of their project.

Students are also trained to use video and digital cameras so they can document class projects. They learn photo editing skills and can produce whatever their classroom teacher requires.

"We also expose the kids to a lot of web tools and web sites about science and technology to give them the skills they will need as they grow up," Ziegler says. "We want students to incorporate, use, share and enjoy their educational experience on the Tech Team."

Riley School

Helping Hands Build Positive School Culture

Students at Riley came back after winter break to a new school culture of Helping Hands that should set a tone of warmth, respect and responsibility. "We have always had a traditional code of conduct," says Riley Principal Carrie McCulley. "Helping Hands will reinforce both the District 21's mission and our own."

Riley's mission has four points: 1. extend our hand in friendship and kindness; 2. show pride and spirit; 3. share our talents and skills; and 4. work toward our personal best.

"We have had posters made and pledge sheets for the students to sign, but the real working piece will be the RAMS, which stands for Recognizing Awesome Model Students. We have printed RAMS pads of paper that say

"You've been caught being a helping hand." Every adult in the building can give these to students they see going above and beyond."

Those "caught" will come to the office and fill out their names on a paper hand that will go on a bulletin board in the front hall devoted to Helping Hands. "This way our students will be able to create their own vision," McCulley says. "From now on at the beginning of each year as students pledge to Helping Hands, we will place paper hand prints in the hall outside their classroom for each student, and eventually all those hands will connect the whole building."

Helping Hands will be reinforced each month with a DVD that represents an aspect of the Riley vision. For February, the DVD will be about friendship. "Helping Hands will let our kids understand what it means to be in a positive culture," says McCulley



Tarkington School

A Good Example for the Whole State

Stripes, Tarkington's afterschool program that teams high school volunteers with certified staff and research-based materials has been so successful that Tarkington staff has been invited to present their methods at the statewide No Child Left Behind conference.

Tarkington is taking the lead again by joining a nationwide network of schools using a program called No Excuses University. The TurnAround Schools program is based on two principles: 1. every child has the right to be prepared to attend college, and 2. it is the responsibility of adults in the school to develop exceptional systems to make that dream a reality.

"When our staff heard about No Excuses University, they were 100 percent on board and wanted Tarkington to become a TurnAround School too," says Tarkington Principal Joe Arduino. "We like this because it fits perfectly into District 21's professional learning community."

"We are teaching our students that it's important to go to college. Some of our students didn't even know that college exists," Arduino says. "We want to raise their consciousness and help them to aim for college."

"Each classroom has adopted a university who we are now partnering with. They send us materials. In May, we will invite all Tarkington alumni who have graduated from or are in college now, to come and share their experience," says Arduino. "The ideas are limitless. I have all the colleges on my office door. Kids come in and say, 'I want to go here!' and point at Purdue. And we have only just begun."



Tarkington Principal Joe Arduino

Twain School

Pm@Twain Expands and Improves

Twain's afterschool offering, PM@Twain has gotten bigger and better, by adding more structure to the sessions and including a program for 1st and 2nd graders. Students are recommended by their teachers or sign up themselves for the 5-week modules.

"We have been working with 100-140 students each module and have 60 to 80 students waiting for the next session," says Pat Salvatini, library media specialist.

Salvatini works with 3rd, 4th and 5th graders. "We have student tutors from Wheeling High School, who are paired one-on-one with our kids, and there are nice bonds forming," she says. "Two afternoons a week, they complete their homework and then work on spelling or educational games. The third day is club day with

activities like clay, sports, computers, music and chess supervised by staff members."

The new program for 1st and 2nd graders meets in the LMC with four teachers and high school tutors organized by Mary Michalski, our reading specialist. "The younger students don't usually have a whole hour of homework, so we provide additional help on things like counting skills. Then we break up and rotate through activities like reading, and math games."

The third day, younger students attend clubs with the older kids. "Some of them have taken the initiative to ask for extra help with homework before going to the clubs," says Michalski. "They see that they can use extra help, and the best way to get it is here at school."



"They see that they can use extra help, and the best way to get it is here at school."

Whitman School

Blazing Bulldogs Builds Bridge to High School

The Blazing Bulldogs, Whitman's afterschool tutorial program, is going strong in its second year, and has used grant funds to add bussing. The Bulldogs blaze two days a week from immediately after school until 5:15 p.m.

"We brainstormed for the name," says Whitman Principal Lori Henkels, "and our art teacher designed the logo. We wanted an image that would empower the students and show that this program is about results."

About 45 at-risk students referred by their teachers and families start with a snack, pair up with high school tutors, get assistance with their homework, reading and math skills, and end with activities like art, technology, sports and board games.

The program is supervised by school staff, but depends on high school volunteers. "Our boys and girls have developed good

relationships with the high school students," says Henkels. "It means a lot to the high school students too. They are learning responsibility. If they can't make a session, they find a friend who will take their place."

"We have several programs that tie us into Wheeling High School," said Henkels. "In February we will have a special basketball night where all our families can go watch a Wheeling game. It's important to create those ties."

The ties to their tutors strengthen to the program. "Attendance is good," Henkels says. "We document kids' work before and after the program, and we are seeing homework improvement and better attitudes in class. The kids are engaged. They are happy and on task."



"It means a lot to the high school students too. They are learning responsibility."

Teacher Boot Camp Boosts Student Work Stations



While the teacher works with a small group of students on a focused literacy skill, the rest of the students rotate between several stations to work on related reading activities.

Literacy Work Stations are part of each Longfellow classroom. While the teacher works with a small group of students on a focused literacy skill, the rest of the students rotate between several stations to work on related reading activities.

“As a teacher, you want your work stations to run like a well-oiled machine, so you can give instruction to a small group while the rest benefit from the stations,” explains Longfellow Learning Coach Catherine Joy.

Joy attended a training last summer detailing how the Work Stations could be enhanced, and shared her ideas with fourth-grade teacher Jessica Roemer. Together they proposed a monthly boot camp inviting all Longfellow teachers to be part of a collaborative study group focusing on Literacy Work Stations.

“The participants have shared ideas to

make the stations more appealing to the students and engage them in their own learning process”, said Joy.

One thing most teachers have done is reorganize their classroom library to make it easier for kids to find what they enjoy reading. They also added buddy reading, which trains kids to take turns and share reading skills.

“During one of the boot camp sessions, teachers toured other classrooms to view a variety of ways other Work Stations can be implemented. It lets the teachers tap into each others’ talents and resources among grade levels,” says Joy. “Next we are trying to extend the sharing between different grade levels and build our learning community even further.”



Awards and Honors to District 21 Students and Teachers

Frost & Poe Schools

Congratulations to Frost and Poe Schools for being selected as recipients of the Larry Berkowitz Fine Arts Fund Award.

Larry Berkowitz was a 14-year member of the Buffalo Grove Park District’s B.G. Singers, and the fund was created four years ago by his wife Carol to honor Larry’s memory and love of the arts. Each year, the B.G. Singers, along with the Berkowitz family, raise money and contribute to the fund. This year, in light of pervasive budget cuts in the schools, the Fine Arts committee decided to direct funds toward local elementary schools in need of equipment to help maintain their fine arts programs. The Singers hope students continue to experience the joy and positive effects of always having music in their lives.

Each school received \$500, which they plan to use to purchase microphones for their music department.

Whitman School

Congratulations to Whitman School and teacher Gloria Porras for being selected by Adopt-A-Classroom and OfficeMax to receive a surprise visit on behalf of the nationwide event called “A Day Made Better.”

On Tuesday, October 6, OfficeMax representatives came to Whitman to surprise Gloria with classroom supplies and resources worth over \$1,000. Gloria was thanked for her efforts as part of a program to celebrate and honor teachers that do good work and use out-of-pocket money to enrich their classroom needs. Congratulations Gloria!



**Whitman School teacher
Gloria Porras**

Examen Preescolar de Detección del Programa "Child Find" del Wheeling School District #21 en el verano de 2010

¿Qué es el Servicio de "Child Find"?1

Se exige por ley federal que el Wheeling School District #21 evalúe a los niños preescolares con incapacidades o retrasos de desarrollo, quienes puedan calificarse para recibir servicios de enseñanza especial. El fin del examen de detección es identificar a los niños que puedan tener derecho a los servicios de enseñanza especial. Este servicio es gratuito.

¿Cómo puedo saber si mi hijo tiene que someterse a un examen de detección?

Identificar problemas posibles de antemano y remediar estas áreas problemáticas pueden ser formas eficaces para evitar mayores problemas educativos en el futuro.

La siguiente lista de tipos de conducta enumera señales de advertencia sobre los problemas posibles, y puede ayudar a los padres a decidir si su hijo tiene que someterse a un examen de detección. Es importante recordar que muchos niños típicamente presentan estas conductas, así es que, después de considerar estas conductas, usted debe pasar a contestar las siguientes preguntas.

Velar por las dificultades con:

- Hablar/Comprender el lenguaje/habla
- Vista/Audición
- Caminar/correr
- Destrezas de autoayuda
- Destrezas de conducta/comportamiento social
- Manipular objetos pequeños/dibujar

Preguntas: Por favor utilice las siguientes preguntas con la lista indicada arriba de destrezas y conductas (u otras áreas de preocupación) para ayudarlo a determinar la naturaleza y el alcance del problema:

- ¿Se diferencian las conductas o las destrezas del niño de forma importante de sus compañeros escolares de la misma edad?
- ¿Se está presentando la conducta problemática del niño de forma frecuente y persistente?
- ¿Se está presentando la conducta del niño por un largo período de tiempo?

Si la contestación de una o más preguntas es afirmativa, quizás usted deba llamar al servicio "Child Find" para hacer una cita para un examen de detección de problemas de desarrollo.

¿Quién puede someterse al Examen de Detección en el Wheeling School District #21?

Los niños que:

- Viven dentro de los límites del distrito escolar
- Tenían entre 3 a 5 años de edad durante el año escolar de 2009-2010.

¿Quién se encargará de dar el examen de detección a mi hijo?

Le dará a su hijo el examen de detección un equipo especializado en la enseñanza especial para la niñez temprana, capacitado para administrar e interpretar los instrumentos de examen sobre el desarrollo.

Cómo se puede hacer una cita para el examen de detección:

Llame al 847-537-8270 (Mary Mueller) para hacer una cita para el examen de detección durante el verano. Se rellenarán los datos en una solicitud corta por teléfono.

¿Qué pasa durante la cita para el examen de detección?

Se obtiene permiso del padre para el examen de detección sobre el desarrollo y permiso del padre para el intercambio de información.

Un miembro del equipo le preguntará sobre el crecimiento y el desarrollo de su hijo.

Una enfermera examinará la audición/la vista de su hijo.

Es posible que se evaluará a su hijo en un área o más que, a juicio del personal, sean apropiadas a base de sus observaciones, el repaso de los registros, etc. Esto puede incluir el habla, el lenguaje, y las destrezas motoras gruesas/finas, las destrezas cognoscitivas, sociales y de autoayuda.

Conversar sobre estrategias/recomendaciones para los padres.

No se les permite a los padres ayudar a sus hijos durante el examen de detección, ni se les permitirá reinterpretar preguntas que hace el examinador a su hijo, ya que los instrumentos están normalizados y tendrán que ser administrados de una forma fija para dar resultados válidos. Este proceso puede durar hasta dos horas.

A veces, se les pedirá a los padres que esperen fuera de la sala de examen durante el examen de detección.

Un miembro del equipo comunicará los resultados del examen.

Si una evaluación es necesaria, un representante del servicio "Child Find" se comunicará con usted para hacer una cita para mayor evaluación (evaluaciones). Si su hijo se califica para recibir los servicios, se le explicará a usted esos servicios y usted puede decidir si los quiere aceptar o rechazar.

¿Qué pasa si mi hijo es bilingüe o habla un poco o nada del inglés?

El equipo preescolar del servicio "Child Find" hará todo esfuerzo por localizar evaluadores y/o intérpretes con conocimientos del idioma correspondiente para ayudar durante el examen de detección, con el fin de asegurar que se miden correctamente las habilidades de su hijo y que no se ven impedidas por la dificultad en entender el inglés ni por la incapacidad del examinador para identificar palabras que se usan en otro idioma.

1 Child Find es un programa federal en el cual se dan exámenes de detección a los niños preescolares para identificar áreas problemáticas que pueden impedir el éxito académico y social y para remediarlos a una edad temprana.



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Cooper Middle School
Field Elementary School
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RESIDENTIAL PATRON

Wheeling School District #21 Preschool Summer 2010 Child Find Screening

What is Child Find?

Wheeling School District #21 is required by federal law to evaluate preschool children with disabilities or developmental delays who may be eligible to receive special education services. The purpose of the screening is to identify those children who may be entitled to special education services. There is no cost for this service.

How Do I Know If My Child Needs to Be Screened?

Identifying potential problems early and addressing these concerns can be a very effective way to avoid later educational problems.

The following list of behaviors are warning signs of potential problems that might help parents decide if their child needs to be screened. It is important to remember that many typical children display these behaviors, so after reviewing these behaviors answer the questions that follow.

Watch for difficulties with:

- Speaking/understanding language/speech
- Vision/Hearing
- Walking/running
- Self-help skills
- Behavior/social skills
- Manipulating small objects/drawing

Questions: Please use the following questions with the above list of skills and behaviors (or other concerns) to help you determine the nature and extent of the problem:

- Do the child's behaviors or skills differ significantly from his/her peers?
- Does the child's problem behavior occur frequently and persistently?
- Has the child's behavior occurred over a long period of time?

If you answered "yes" to one or more of these questions, you may want to call Child Find to schedule an appointment for a developmental screening.

Who Can Be Screened by Wheeling School District #21?

Children who:

- Reside in the school district boundaries
- Ages 3-5 during the 09-10 school year

Who will be screening my child?

Your child will be screened by an early childhood special education team trained to administer and interpret developmental screening instruments.

How to schedule a screening:

Call 847-537-8270 (Mary Mueller) to schedule your summer screening. A short application will be taken over the phone.

What happens at the screening appointment?

Parent permission for developmental screening and parent permission for exchange of information obtained

A team member will ask you about your child's growth and development.

A nurse will check your child's hearing/vision.

Your child may be evaluated in one or more areas which the staff feels appropriate based on observation, review of records, etc. This may include speech, language, fine/gross motor, cognitive, social and self-help skills.

Discussion of strategies/suggestions for parents

Parents may not attempt to assist their children during the screening or re-interpret questions asked by the screener for their child, since the instruments used are standardized, and have to be administered in a specific way in order to give valid results. The process may take up to two hours.

At times, parents may be asked to wait outside the testing room during the screening.

A team member will share the screening results.

If an evaluation is necessary, a representative from Child Find will contact you to schedule an appointment for further evaluation(s). If your child is eligible to receive services, those services will be discussed with you, and you may decide to accept or decline those services.

What if my child is bilingual or speaks limited or no English?

The Preschool Child Find team will make every attempt to provide language appropriate evaluators and/or translators during the screening to ensure that the child's abilities are measured accurately and are not hindered by difficulty in understanding English or by the screener's inability to identify words used in another language.