



# Your Schools

The magazine of Thornton Township High Schools District 205

Spring 2008

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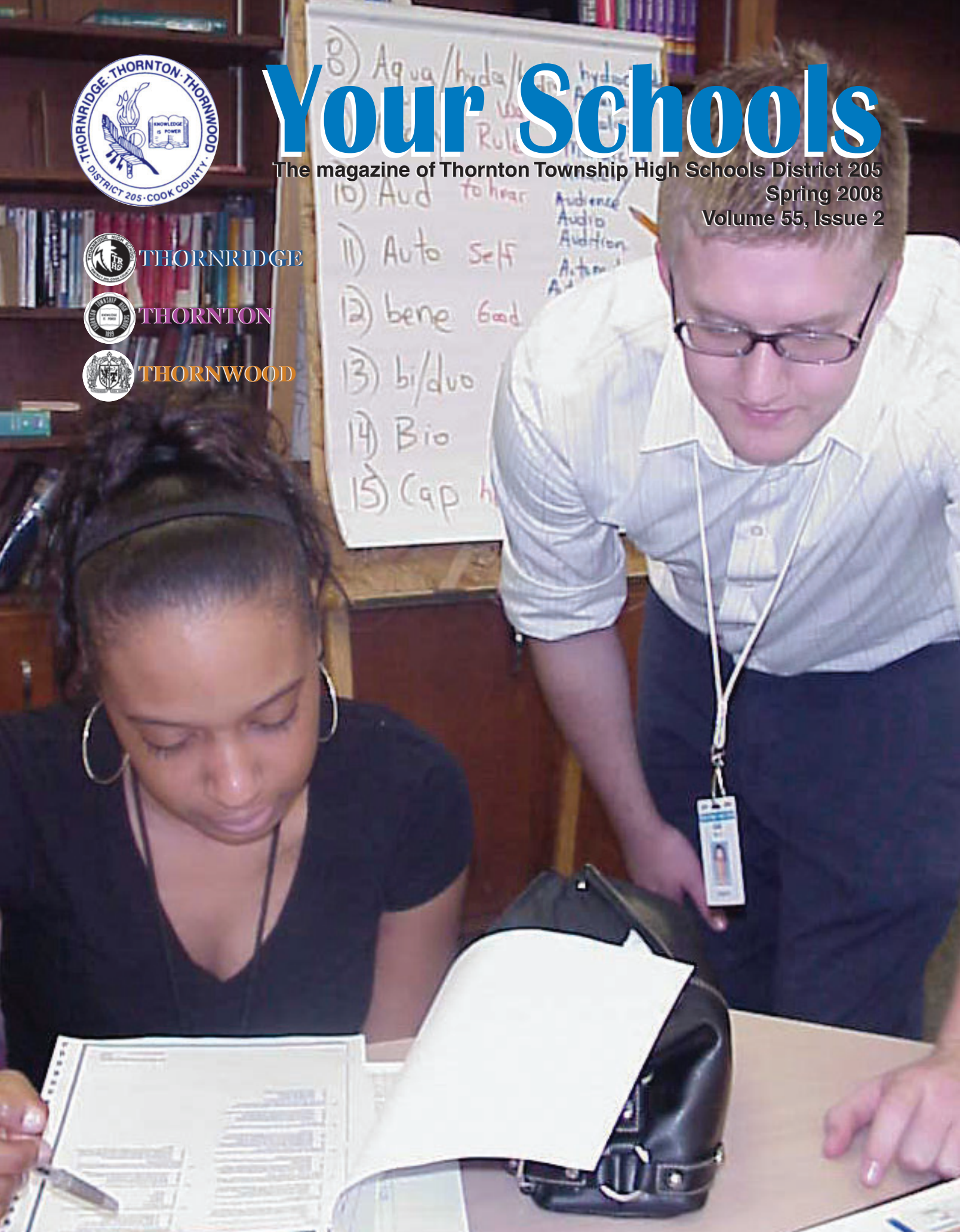
THORNRIDGE



THORNTON



THORNWOOD



# SUPERINTENDENT'S MESSAGE



Dear Community Members,

In less than sixty school days, school will be dismissed for the summer. This edition of *Your Schools* is designed to provide examples of some of the excellent opportunities that have occurred during the school year, as well as some examples of activities that students may experience during the summer. School provides a

framework for the formal education process, but the education of a student continues daily through the interaction with family, with friends, and with enriching cultural activities, work experiences, camps, and, for some, summer school.

Activities beyond the school day provide students with experiences to understand the global economy and society as well as examine future career options. In order for students to become well-rounded, independent thinkers and citizens, they must take advantage of the various museums and open air theaters as well as other activities that have free admission on certain days of the week but offer a wide range of opportunities. In addition, during the school day, there are many activities that allow students to explore their creative, academic, and physical capabilities outside of the classroom such as Poetry Slam, Mathletes, and athletic programs, to name a few.

Since October 2007, over 100 hours of meetings have been held with various stakeholder groups and consultants focused on the District Improvement Plan and Restructuring Plan that will be implemented during the 2008-2009 school year. The four goals for the Plan are the following:

- District 205 will provide a safe and supportive learning environment for all students.
- District 205 students will meet or exceed state standards in reading.
- District 205 students will meet or exceed state standards in math.
- District 205 students with disabilities will meet or exceed state standards in reading and math.

The Board of Education is reviewing the action plans for the goals listed above as well as the recommendations for the new schedule. Both the Plan and the schedule have the possibility of adding more opportunities for students. Additionally, the Board of Education recognizes the importance of a comprehensive schedule and the necessity of meeting its fiscal responsibility by reviewing the cost of any schedule options.

The Board and the community are aware that the state of the local economy will impact how to finance the schedule and other recommendations. Over the past ten years, due to the closing of major companies such as Acme Steel Co., the de-annexation of Lansing, and the establishment of tax caps, the District has lost over \$30 million in revenue. Additionally, the number of foreclosures in our area could negatively impact tax collection. The Board of Education and the Administration recognize that

change is needed, but equally as important is how much the change will cost. This year our schools have a balanced budget. The proposed schedules will require additional revenue. How may such changes impact the students and the taxpayers? Updated information on the district finances will be available in the next several weeks. The Restructuring Plan will be submitted April 29, 2008. The schedule will be decided prior to the next Board meeting.

Finally, one of the major concerns currently facing our country is teenage violence. Over the past decade there has been increased violence in our communities and in our schools. The Board of Education is aggressively reviewing concerns and recommendations from parents, students, community members, staff, and our local police. Recently, all of the Police Chiefs from thirteen communities were invited to a Safety and Security Summit to discuss with the Board members, "What can we do to protect our children?" From this discussion as well as from meetings, recommendations were presented to the Board of Education by the three building principals: Dr. Betheny Lyke, Mr. Tim Truesdale, and Ms. Kim Waller. The recommendations led to a Fourteen Point Framework that addresses the concerns expressed at all of the meetings and summits. This Plan provides suggestions for the management of student behavior while students are in school, but what happens when students are not in school?

Violence – internationally, nationally, locally, on TV, and on videos in the social networking through the Internet (YouTube and Myspace are examples) - impacts our students' behavior. It seems that violence takes the place of conflict resolution. Instead of talking through the issue(s) and respecting each person's opinion, the discussion turns violent. Profanity in the community turns into profanity in the hallways and in the classrooms. Threatening behavior outside of the school turns into threatening behavior inside the school and possibly in the classroom. Students and staff must have a safe and secure environment. The District is determined to have a humanistic approach to discipline, but the District is also determined to uniformly and consistently enforce the Discipline Code that has been carefully developed by the Board, faculty, students, and parents. The end result may be for some students that they will be unable to attend one of the three high schools. Though a mind is a terrible thing to waste, all staff and students must know that everything will be done to keep them safe.

It is my hope that the entire community will support our efforts to make our schools safer. The first step in this effort is to ensure that we are educating students that reside in our community. Please, if you know of students who are attending our schools that are not residents of the community, call Vennie Raybon at 708-225-4037. Mr. Raybon is the lead Outreach Supervisor and will handle all calls confidentially. This is only the first step in keeping our children safe. We must work together; it does take a village to raise a child.

Respectfully, **J. Kamala Buckner, Ph.D.**



# — PARENT SCHOOL CONNECTION —

## GETTING OUR STUDENTS READY FOR THE PSAE

On Wednesday, April 23 and Thursday, April 24, Grade 11 students will take the **Prairie State Achievement Examination (PSAE)**. The PSAE is a state examination that measures student achievement relative to the Illinois Learning Standards for reading, mathematics, science, and writing. Students will receive additional information through their schools.

As prescribed by the **No Child Left Behind Act (NCLB)**, the results of the student scores on the PSAE will be used to determine if our schools and students have made **Adequate Yearly Progress (AYP)**. This is the information that is summarized in each school's Annual Report Card.

In addition to completing their school work, there are additional ways that students may continue to prepare for the PSAE.

### Practice Test Questions

- Students may use the Internet to go into the Thornton Township High Schools District 205 website [www.district205.net](http://www.district205.net).
- Click on the name of your school.
- Look to the column on the left and click on "Student Resources."
- Click on "PSAE/ACT Help."

This page provides links to various sites that allow the student to practice answering the types of questions that will be on the PSAE.

When the day of the test arrives, the student will be familiar with the format of the test and the types of test questions. This will relieve some of the student's stress.

Students may also see the SLP Coordinators at each of the schools (Ms. Patricia Malopsy in Room C206A at Thornridge, Ms. Jennifer LaPapa in Room 223A at Thornton, and Ms. Debbie Ubriaco in Room 1639 at Thornwood) to receive a password that may be used for additional resources.

Students may then go to their school website, click on "Student Resources" and then click on either "Key Train" or "PLATO Link" for additional practice questions. The password is needed for access.

### Parent/Family Involvement in Preparing Students for the PSAE, College, and Careers

The **PSAE** includes sections from the **ACT** (American College Test) and the **Work Keys Test**. The ACT measures college readiness skills and the Work Keys measures career readiness skills. What can parents and families do to help students prepare? Here are some sample activities.

### Reading

Bring home written materials from your place of employment (as long as they are not confidential) and read them with your student. Ask your student to do the following:

- Point out main ideas.
- Identify details that are less important.
- Identify some important details that are not clearly stated.
- Use the reading material to figure out the meaning of a new word.
- Put the main idea of a passage in different words.
- Put directions in time order.
- Read instructions that have several steps and choose what to do when a change calls for a different action. (Follow directions that include "if this happens, then this must done" statements.)
- Figure out the reasons behind company rules, policies, and procedures.
- Explain the reason behind a memo.
- Use complicated instructions to decide what to do in a different situation.

Encourage your student to read books, magazines, and newspapers for pleasure. The best way to build a strong vocabulary is to learn new words in context while reading.

When your student has to read a chapter in a textbook, encourage the "previewing" of the chapter first. Ask the student to read the title of the chapter, the subtitles, and the questions at the end, if there are some questions included. The student may also look at any pictures or illustrations that are included. Such previewing gives the student a focus and purpose for the reading.

### Math

Share your everyday math experiences with your student.

- Show your student how you balance your checkbook.
- Discuss how you decided on the "best deal" that you could find for choosing your cell phone company or buying a car.
- Together with your student, calculate how much money you would save on a purchase if you have a coupon for 15% off the regular or sale price.
- Convert time from minutes to hours or from hours to minutes.
- Read charts, pie graphs, or bar graphs that show political or economic information and discuss what they mean. Identify what the information means right now and what it indicates for the future.
- Decide whether to put a purchase on one credit card or another. If you plan to pay for the purchase within two months, what would be the difference in cost between using the department store credit card at an interest rate of 21.9% or using the bank credit card at 11.9%?

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# THORN R I D G E



As an educator, I have made one simple observation regarding students' behavior toward learning during the last quarter of the school year. When the seasons change, students become less energized and lose focus on what is really important. For example, some seniors are more concerned with what they are wearing to the Prom instead

of making up credit deficiencies to ensure an on-time graduation. Their actions demonstrate that they believe the school year is over. Students fail to turn in work, discipline issues increase and some parents do not understand why their student failed a class. Of course, this scenario is not typical of every student; however, I want to make parents and students aware of the fact that the end of the school year is just as important as the beginning of the school year. I applaud those parents who are actively involved in their students' educational career and I am encouraging those parents who are sitting on the sidelines to become involved. If not now, then when?

Parents, we need your support in working collaboratively with Thornridge to ensure that your student maintains the educational momentum that is needed to be a successful student and to complete the school year with excellence. Students who complete the school year with excellence all share some commonalities. These students all have excellent attendance, minimal to no discipline referrals, they are involved in extra curricular sports, clubs and activities and they have parents who are involved. Every parent should know what the teachers' expectations are and how their son or daughter is progressing in their classes.

At Thornridge High School, we want every parent to be aware of their students' academic status. All parents have received a transcript of their students' academic history. Please review the transcript and contact the guidance counselors regarding any discrepancies, issues and/or concerns. Most students have selected their courses for the 2008-2009 school year. It is imperative that parents and students work with our guidance counselors to select the courses that they really want to take for the next school year. The guidance counselors will enroll students in the courses that they are required to take in order to meet graduation requirements. Students are afforded an opportunity to select elective classes. We ask that students be certain about which elective courses they want to take for the 2008-2009 school year. Based upon the number of students who select a particular course, the master scheduler will know how many sections of a particular course will be offered. We hire personnel based upon these numbers which is why it is important for students and parents to select elective courses carefully and with some thought and discussion. Some students

change their minds over the summer and attempt to request a schedule change at the beginning of the year. Space and availability is usually limited because the number of seats offered is based upon the number of students who register for classes during course selection in the spring of the previous year.

Parents, make sure that your student completes the school year in good academic standing. We want all students to earn all of their credits from the courses that they are currently enrolled in. We need for every parent of a student who fails a course to work with the guidance counselors to create a credit recovery plan. Any student at Thornridge High School who fails a course will be mandated to make up the course(s) before the next school term. Failure is not an option at Thornridge. Students are given the option of taking the course in Summer School, American School, Twilight School, or by enrolling in any approved program. If we are going to improve the status of our school, we must all be on board with setting high expectations for students and holding each other accountable for student achievement. In addition to meeting the traditional graduation requirements, all seniors will be required to complete a senior project and they must take the ACT prior to graduation. Failure to complete the senior project and/or the ACT exam will result in students not graduating from Thornridge High School. Due to fiscal constraints, students are not allowed to repeat courses that they have failed during the course of the school day. Seniors who do not meet graduation requirements will be made aware of other viable options to earn their high school diploma.

We are asking that all students maintain a positive attitude toward school, stay focused, complete all of their work, follow the rules, attend school daily and work toward being the best student they can be. A student's attitude toward learning will ultimately determine their altitude in life! Parents, your child will reach a high altitude with your support, concern and involvement.

Looking forward to continued collaboration,

**Kim Waller,**  
*Principal*



## HABITAT FOR HUMANITY

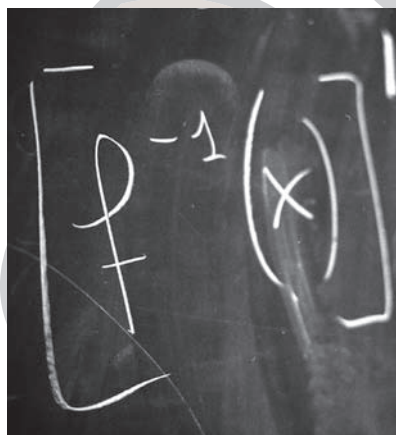
As part of their fall Habitat for Humanity project, thirteen Thornridge students, accompanied by teacher Brian Sievers, built a deck from the ground up at a home on Lexington Avenue in Harvey. Work on the deck began on September 15 and continued until the deck was completed on November 17, with students donating more than 125 hours of their time to complete the project.

Students completed many construction tasks including digging holes for the footings, pouring concrete, using levels, identifying crowns on joists, using drills to drive deck screws, attaching carriage bolts, using circular saws, and completing stair construction.

Thornridge students involved included Kierra Barnett, Darius Bedford, Deshawn Benn, Corey Johnson, Jerome Knight, Bianca Miggins, Eduardo Robinson, Tapiwa Saliji, Anita Stewart, Shanise Stewart, Marlon Taylor, Brittany Tucker, and Keith Watt.



## THORNBRIDGE HIGH SCHOOL STRAIGHT "A" DINNER 2008



On Wednesday, February 27, 2008, the counseling department at Thornridge High School honored 60 students for making straight A's for the first semester. This affair served to encourage all students at Thornridge High School to become honorees in the future. The guest speakers of this event were Dr. J. Kamala Buckner, Superintendent of District 205, and Dr. Karon Rankin-Manning, Assistant Principal of Thornridge High School. Each speaker emphasized

to the students to continue striving for excellence and to be role models for other students. The following counselors were involved in making this event a success: Mrs. Barbra Green-Kenan (Freshman Academy and Chair of the event), Mrs. Atonia Williams (Freshman Academy and B.E.N.T House), Ms. Sherita Robinson (B.E.N.T House), Mr. Frank Gomez (Health and Human Services), Mrs. Diane Terry (Health and Human Services and Arts and Communications), and Mr. Anthony Thomas (Arts and Communications). Counselors would like to thank all staff and community members who assisted with this celebration. Special thanks to Principal Kim Waller.

### Congratulations to the following students:

Miriam Binbek	Taylor C. Wells	Crystal Wade	Kalani Sanders	Jasmine Davis
Melissa Boyer	Reginald Smith	Courtney Wilborn	Takiya Shemwell	Jaymee Gibson
Antonio Daniel	Melanie Benford	Kierra Barnett	Brittany Sims	Whitney Humphrey
Eboni Davis	Douglas Bright	Ashley Beard	Carmache Steele	Raymond Jefferson
Antwon Dismuke	Cymone Caldwell	Cristina Estrada	Lynette Turner	Rommie Johnson
Troy Johnson	Kristen Cantrell	Julian Hall	Lauren White	Raven Tiffany-McGriff
Behtany Phifer	Darryl Chavers	Setyrin Harrison	Brittney Whiteside	Donovan Nash
Jacqueline Schmitt	Gerrod Lemon	Tashiek Kerr	Mystiquik Woods	Nichelle Price
Trevor Steward	Nicole Logan	Justin Lloyd	Sara Curtis	Toni McCoy
Melody Strahan	Jahkarri Newell	Krystal Norman	Kendra Smith	Markeist Banks
Jalen A. Thompson	Moncheszi Pinkston	Stephanie Pierre	Jamie Marcelle	Brittany Tucker
Quiana G. Warden	Cicley Reynolds	Crystal Robinson	Dion Banister	Khamisha Wilson





# THORNTON



Dear Community Members,  
As we start the beginning of the end of the 2007-2008 school year, I have asked that our staff members start to reflect on the next steps for Thornton Township High School. I believe that we have made accomplishments in two very important aspects of successful schools: high academic and appropriate behavior expectations. Our staff members are in agreement that we must hold students to high academic expectations. We feel comfortable about following through on holding students to high academic expectations. I even hear our students using the term "high expectations." In addition to making progress in ensuring that each student is held to high academic standards, we are also focusing on appropriate student behavior. We are proud to

say that the number of inappropriate student behavior incidents has decreased. Due to this, there is a better feeling in our building for our students and staff. The combination of these two important factors is leading to the success of our students. College acceptance letters are pouring in, scholarships are being earned, internships are being offered, and students are learning at high levels on a daily basis.

So, obviously there are some great things happening at Thornton Township High School, but I ask you as community members, what do you think our next step should be? What is your vision for your school? Last, but not least, what can you do to contribute to making Thornton Township High School the best it can be?

Sincerely,  
**Betheny Lyke,**

## ACADEMIC ENRICHMENT FOUNDATION DINNER



*Thornton Drama Students Alexander Bass and Lamar Hawkins perform at the District 205 Academic Enrichment Foundation Dinner on April 5*



*Thornton Student Board members play an important advisory role*

## 1968 CLASS REUNION

The Thornton Township High School Class of 1968 will hold its **40th Reunion** at **Northwoods Restaurant-Coyote Run** in Flossmoor on **Saturday, August 16**. Class of 1968 alumni are asked to bring their memories and step back in time. **Dinner, cash bar, DJ playing 60's tunes, memorabilia, trivia and surprises!** \$65 per person. Other classes are welcome. For details, email [tths68@yahoo.com](mailto:tths68@yahoo.com) or call Janice Banasiak Hildebrand at 708-957-4017.



## A TEACHER

A teacher is someone who's a leader  
Someone who not only teaches students ABC's and 123's  
But who encourages them to be the best that they can be.  
A teacher is someone who's concerned about her students' future  
And because of this she never gives up on her students, even when times get rough.  
Teachers are not just concerned with their students succeeding academically, but also mentally.  
Teachers are a team bound together by their love to see students succeed  
And whose mission is to make a difference in as many people's lives as they can by giving a helping hand.

By Teleia Stringfellow, *Thornton High School*



*Teleia Stringfellow displays her art.*

## THORNTON ACTIVITIES PROMOTE EXCELLENCE

The Thornton Township High School's Activities Program can cite the success of students in various areas:

- The Thornton Chess Team won their Sectional Tournament and then represented Thornton at the State Chess Competition.
- Peer Mediators took part in a community service project during Thanksgiving, as well as participating in a student exchange with Regina Dominican High School near Wilmette, Illinois.
- The Thornton Speech Team once again earned several individual tournament awards as well as having several students represent Thornton at the State Tournament in February. The Speech Team finished 6th in the State of Illinois.
- In addition, the Drama cast and crew won the Sectional Tournament and advanced to the State Tournament in Springfield. The Drama cast and crew placed 5th overall in Illinois.
- The Thornton Mathletes were Conference Champions.
- The Thornton Band won several trophies at the IHSA Solo and Ensemble Tournament.

The Thornton staff is very proud of the work that students put into all of these events.







# THORNWOOD



Dear Parents and Community Members,

## Senior Project

Thornwood parents have been integrally involved in the Senior Project. Several parents have served as panelists for seniors presenting their projects since November.

Many are parents of seniors, and

many others are parents of underclassmen who have been able to see what is expected when it becomes their student's turn. So far, five Saturday Senior Project presentation days have been held to allow graduating seniors the opportunity to complete this graduation requirement. One senior won a competition at a culinary arts school with her senior project and earned a full scholarship for next year! The panelists evaluate the projects with a rubric that addresses the requirements for the project. Any parents who would like to serve as senior project panelists are welcome. Please contact the school if interested.

Thornwood High School is proud of several recent student accomplishments in the Fine Arts. Students in the music and speech programs have represented themselves in outstanding fashion in state competition. These programs extend themselves to perform for parents and community throughout the school year.

The Speech Team represented Thornwood at the Illinois High School Association Speech and Drama Tournament with an Eighth Place finish among more than 70 schools. Katherine Chandler and Joel Carter are the State Champions in Dramatic Duet Acting! Jasondra Johnson placed 6th in Verse Reading, Keenen Twymon placed 5th in Original Oratory, and Keenen Twymon and Ariel Mannie were 5th in Humorous Duet Acting.

Thornwood hosted the Illinois High School Association Solo and Ensemble Competition this month, and many Thornwood students earned Division I, Superior or Division II, Excellent ratings.

The choir excelled in the competition, garnering numerous honors. In Vocal Solos, Tiffany Strong, Bianca Holmes, Michael Daniel, Ronika Jackson, Sharval Storey, Chinyere Evulukwu, Arielle Chestleigh, Lola Ogunnaike, Paul Clepper, Michaela Thurston, Nicolas Martin, and Keith Watley all earned Superior ratings. Raquel Ammons, Bernard Chestleigh, Angelique Lawhon, Katrina Melton, Valery Foote, Darius Jackson, and Sasha Smith all earned Excellent ratings. In Vocal Ensembles, the Advanced Mixed Ensemble earned Superior. The ensemble consisted of Sharval Storey, Sasha Smith, Bianca Holmes, Brittany Batts, Ronika Jackson, Adam Williams, Aaron White, Nathan Miller, Darius Jackson, Lonzo Williams, Cozene Williams, Keith Watley, Denzel Williamson, Bernard Chestleigh, Valery Foote, Danica Levy, Rachel Ammons, and Natasha Wilson. The Advanced Women's Ensemble, which also earned a Division I Superior Rating, consisted of Sharval

Storey, Brittany Batts, Katrina Melton, Nasya Davis, Candance Webb, Natasha Wilson, Lola Ogunnaike, Danica Levy, Michaela Thurston, Tiffany Strong, Latrease King, Na'Asia Jones, Angelique Lawhon, and Lumiah Lang. The Beginning Mixed Ensemble earned a Division II Excellent Rating with members Stephanie Saintyl, Tiffany Strong, Ronika Jackson, Kesha Hinton, Ebony Stallworth, Taylor Adams, Kelli Thomas, Tiara Patterson, Na'Asia Jones, Michael Smith, Patrick Cross, Thomas Blanchard III, and Femi Orokunie. Danica Levy, Lonzo Wilson and Jasmine Johnson also received Division III Good ratings for their vocal solos.

The Thornwood Band stood out in the competition. At the IHSA Solo and Ensemble Competition, nine students earned Division I Superior ratings. Angela Biesiada earned two perfect scores, one in Piano Solo and the other in Tuba Solo. Her tuba solo earned her the Best of Day Award. Other Superior performers were Calvin Martin, Snare Drum Solo, Cortex Cole, Alto Sax Solo, Darien Orr, Alto Sax Solo, Brtiney Terpstra, Flute Solo, Brittany Chapell and Rena Burt, Clarinet Duet, Brianda Mireles and Christina Solis, Flute Duet, Brian Anderson and Rodney Washington, Cornet Duet, and Josh Singleton and Angela Biesiada, Euphonium Duet. Division II Excellent ratings were earned by Nathan Miller for his Piano Solo, Chenette Robinson, Flute Solo, Leland Magee, Alto Sax Solo, and Marcus Lindsay, Snare Drum Solo, Briana Johnson also earned a Division III Good rating for her Flute Solo.

Thornwood students are excelling in the arts! Please watch for information on when you can see the students perform this spring!

**Tim Truesdale, Principal**

## THORNWOOD CHEERLEADERS FEATURED ON CHANNEL 7

The Thornwood Varsity Cheerleaders and sponsor Mrs. Billie Griggs were featured on the March 19 segment of "Someone You Should Know..." during the 5:00 ABC News Hour. Reporter Harry Porterfield visited Thornwood High School on March 17 to complete the filming and interviews of the Varsity Cheerleaders who took a First Place Championship at the National Cheerleading Competition in Florida during February.







## EMPOWERMENT CONFERENCE

Thornwood High School hosted an Empowerment Conference for the entire student body during the month of February. Initiated by Assistant Principal Darcelle Williams to provide students with the opportunity to meet with successful adults from the community, the two-day conference gave students the opportunity to participate in small group and large group sessions with community members who overcame obstacles in their lives and achieved their career goals.



*Pictured are Mr. Shagmod Lowery, computer entrepreneur, and Mr. Ray Banks, District 205 School Board President and activist.*

## POETS COMPETE AT COLUMBIA COLLEGE

The Thornwood Poetry Slam Team again competed at the Chicagoland Poetry Slam competition sponsored by Columbia College in Chicago. Poetry Slam sponsor, Mrs. Patti Brucki, applauded the team for placing in the top 12 out of 46 teams. "These talented teenagers speak their truth through poetic rhymes stylized to make an impact on audiences," she stated. This year, they have also participated in the Hip Hop Teen Summit in East Chicago and the District 205 Dr. Martin Luther King Jr. Birthday Celebration for the entire community.



*Pictured in front are Mrs. Patti Brucki and senior Marcus O'Niel, with senior Kyle Williams and senior Sharasha Gibson.*

## MAKE A CHANGE

Just like when Africa lost its youth  
and gained vulnerability,  
The youth has lost its mind  
as well as its authenticity.  
Slaves mourned for their daughters  
once their innocence was gone.  
But how do we mourn now  
when the choice to give it away has become their own?  
Then there's the young brothas  
trading school for streets, becoming small time hustlas  
Never weighing their losses,  
Not knowing cops snack on them in between big time bosses.  
From the Melvin Williamses to the Ricky Rosses  
and their admiration for those with aspirations  
turned to fascination at the inclination  
to become a drug mover,  
never knowing whose parent is that habitual user.  
It's a cycle like Russian Roulette but our race is the loser.  
She was scared to pull the trigger so the youth did it to her  
Saggy pants, disrespect, all bullets right through her.

But if we really want the situation gone  
Then maybe we should start at home.  
Tell these babies raising babies  
To raise their babies to be ladies  
Like my momma raised me.  
Take out the gadgets and close the house doors  
maybe then these kids will care about the test scores.  
Parents, get more involved in your child's art

Getting them in school is only a piece of your part.  
And if baby going wild  
Just remember, you spare the rod, you spoil the child  
and then some of you still ask how  
We can't see your son's brain  
I'm sorry, we're all so distracted by the way his pants hang.  
To my peers, just because your parents may be lazy  
Doesn't mean you go out in the world and start acting crazy  
Cursing out teachers when they're just trying to reach you  
Some help kids, save kids, and parents still need them to teach too  
Man, Freddy Kreuger acted better in school than we do.

On life's highway, the average high school student is just a pedestrian.  
I chose to hitch a ride with my local librarian.  
She said, "I can help you in your quest for knowledge  
But first young lady, you should stop at college."  
And I plan to  
school is my hustle, if I can do it you can too.  
Instead of fighting over who "bangs harder"  
Let's fight over who's smarter  
That'll get us farther.  
To those without a father, watch Barrack Obama  
To those without a mother, watch Oprah  
There are other alternatives to doing drugs and joining gangs.  
Since we can't start over, let's just start to make a change.

*This poem is from Thornwood senior Sharasha Gibson and is reprinted from the Black History presentation in District 205 during the Dr. Martin Luther King Jr. Birthday Celebration.*

# PARENT SCHOOL CONNECTION

## *Getting Our Students Ready for the PSAE continued from Page 2*

- Discuss how sportscasters use numbers to decide on “winningest” athletes.
- Decide on the steps you have to use to get a solution to a problem.
- Complete an order, calculate sales tax, and decide on the total price.
- Calculate the square footage of a room or a house. Determine the cost of remodeling that area.
- Analyze the data on the school report card or on a budget and make predictions.

### **Science**

The PSAE evaluates students on life sciences, physical sciences, earth and space sciences, and the ways that science, technology, and society interact.

- Discuss natural disasters that are featured in the news (tornadoes, hurricanes, earthquakes, volcanoes, etc.), including the causes of these natural events and the consequences for human beings.
- Discuss ways that scientific progress has influenced daily life, quality of life, careers, and job markets.
- Go to the website of the Insurance Institute for Highway Safety ([www.highwaysafety.org](http://www.highwaysafety.org)). View and download various brochures such as “Shopping for a Safe Car.” Ask your student to explain the information provided in the graphs and charts (data) and to summarize what the data means.
- Plan this year’s garden together with your student. Use the opportunity to discuss the various types of plants, along with seeds, fertilizers, and needs for water and light. Predict possible problems with the garden and brainstorm solutions.
- Plan a possible automobile trip with the use of a map or discuss a previous car trip that was taken to visit family. Identify symbols on the map and what they represent. Calculate the amount of time it takes to reach a destination going at different average speeds. Talk about the “center of gravity” in a car as compared to an SUV.
- Identify members of your family tree and talk about the diseases that run in your family (diabetes mellitus, heart disease, sickle cell anemia, Parkinson’s Disease, etc.). Research a disease and make predictions about how soon there may be a cure for this disease and how likely it is, based on statistics, that a member of the next generation will have this disease.
- Discuss sanitation and ways to prevent getting communicable diseases such as the common cold and influenza (flu).
- Consider becoming a “weather watcher.” Go to the Community Collaborative Rain, Hail, and Snow Network (CoCoRaHS) website [www.cocorahs.org](http://www.cocorahs.org). This is a non-profit, community based network of volunteers of all ages who receive training and modest equipment to measure

and map rain, hail, and snow in their areas. Discuss the importance of providing exact information and the ways this data can be used.

- Identify safety features in your home and on the job and discuss the importance of each one (safety goggles, smoke alarms, carbon monoxide detectors, fire extinguishers, EXIT signs, automobile seat belts, electrical outlet covers, gates for toddlers, electrical fuses, etc.).
- Compare and contrast the nutritional values and calories of different types of foods when planning what to eat.

### **Writing**

Writing is usually evaluated by asking the student to write a persuasive essay in which the student takes a position on a particular issue.

- Discuss controversial topics with your student. Ask your student to defend a point of view with three different reasons. Purposely take the opposing view and ask your student to think through how to counter opposing reasons.
- Go to the ACT website ([actstudent.org](http://actstudent.org)) and review sample topics for the persuasive essay. Student may write practice essays.
- Student may practice writing introductions in which there is an attention-getting device, a statement of the issue, and a statement of the student’s position on the issue. The purpose of the student’s writing should be clear.
- Student may practice writing the body of a persuasive essay in which:
  1. Each reason is in a separate paragraph.
  2. Each reason is supported with evidence such as facts, details, incidents, reasons, or statistics. Each reason is clearly explained so that the reader can understand the student’s position.
  3. Points made by those with opposing views are mentioned and shown to be weak.
- Students may practice writing a strong closing in which the main points are summarized and the reader is called to action.
- Focus on the topic and topic development is important in student writing. There should not be a drift away from the focus with unrelated or illogical ideas.
- Students who meet or exceed the writing standards use the same verb tense throughout their essay. **Incorrect:** John worked on the practice PSAE questions in the PLATO lab. He finishes 50 of them. **Correct:** John worked on the practice PSAE questions in the PLATO lab. He finished 50 of them.
- Students who meet or exceed the writing standards use transitions (connecting words or phrases such as “First,...” “In addition,...” “On the other hand,...” “Another reason,...”) to guide the reader from one idea to

**continued on next page**



# — PARENT SCHOOL CONNECTION —

## continued from Page 9

the next or from one paragraph to the next.

- Students who meet or exceed the writing standards maintain noun and pronoun agreement. **Incorrect:** Any student who meets or exceeds standards on the PSAE will be part of a celebration. They will receive invitations. **Correct:** All students who meet or exceed standards on the PSAE will be part of a celebration. They will receive invitations.
- Remind student to proofread (read over what has been written) and check for spelling, grammar, and punctuation whenever writing for any purpose, whether it is a school assignment, a work assignment, or a personal reason.

## Test Taking Reminders From the SLP Coordinators

- Get a good night's sleep before the day of the test.
- Eat breakfast.
- Bring two sharpened #2 pencils with good erasers.
- Read all directions and questions carefully. Completely read all questions. Be sure you understand what the question

is asking.

- Use all of your time.
- Never leave a bubble blank. If you do, you won't have any chance at all of getting the item correct.
- If you have to guess, use the process of elimination first and rule out the obviously incorrect answers. Then guess.
- Check over your answers if you finish early.

Like other standardized tests, the **PSAE** does not measure multiple intelligences and the gifts our students have that may lead them to experience success as artists, musicians, poets, actors, athletes, naturalists, designers, entrepreneurs, and parents. Standardized tests focus on linguistic intelligence (being word smart) and logical-mathematical intelligence (being number/reasoning smart), both of which are considered predictors of success in college.

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## HOMework HELP

### – SAMPLE INTERNET SOURCES –

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#### [www.district205.net/Social%20Studies.htm](http://www.district205.net/Social%20Studies.htm)

For students preparing to take the Constitution Test, this site offers seven different lessons, study aids, practice quizzes and practice tests.

#### [www.fda.gov/consumer/](http://www.fda.gov/consumer/)

The website of the U.S. Food and Drug Administration is a resource for students doing research in health or science.

#### [www.illinoislicks.org](http://www.illinoislicks.org)

This website prepared by Illinois librarians offers information on various topics as part of its Homework Help link. Subjects include math, child care, world religions and mythology, arts and entertainment, and careers.

#### <http://glencoe.mcgraw-hill.com/sites/0078606969>

Sophomores who take Economic and Government studies can find their textbook, along with chapter overviews, practice quizzes, and web activities.

#### [www.phschool.com/atschool/pathways/program\\_page.html](http://www.phschool.com/atschool/pathways/program_page.html)

Juniors who take Modern U.S. History can read chapter overviews, take practice quizzes, and use an online skills tutor.

#### [www.testprepreview.com](http://www.testprepreview.com)

Students may take practice tests for the ACT and SAT.

#### [www.act.org/aap/pdf/preparing.pdf](http://www.act.org/aap/pdf/preparing.pdf)

Students may take practice ACT tests.

#### [www.classzone.com](http://www.classzone.com)

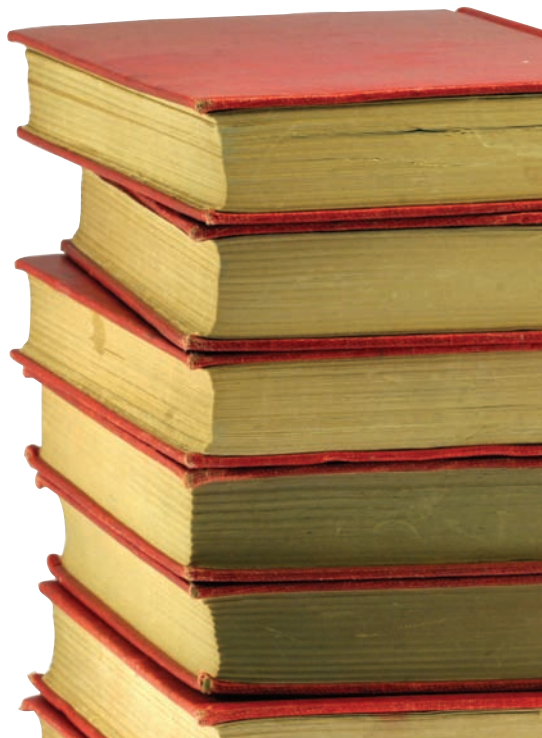
Middle school and high school students can get extra materials in the areas of English, foreign languages, math, science, and social studies.

#### [www.factmonster.com](http://www.factmonster.com)

Students ages 6-14 have access to a dictionary, encyclopedia, atlas, almanac, dictionary, and biographies.

#### [www.hotmath.com](http://www.hotmath.com)

High school students may view solutions to problems from their math book.



# — PARENT SCHOOL CONNECTION —

## HELPING OUR STUDENTS ON THE ROAD TO EXCELLENCE

Parent involvement helps children get higher grades, have better attitudes, and higher aspirations. (The Center on School, Family, and Community Partnerships at Johns Hopkins University).

In addition to asking, “Did you do your homework?” what else can a parent/guardian do?

### General Guidelines

- Provide a quiet, comfortable place for studying at home.
- Ask your child to maintain a daily assignment book or student planner in order to keep track of assignments and due dates.
- Help your student with time management. Establish a set time each day for doing homework. Ask your student if special materials will be needed for some projects and get them in advance.
- Reinforce good habits. If your student has a report, project, or writing assignment, discuss all the steps he/she will need to complete it on time, including selecting a topic, doing the research and taking notes, figuring out what questions to discuss, drafting an outline, writing a rough draft, and revising for the final assignment. Encourage your student to make a chart that shows how much time he/she expects to spend on each step.
- Be positive about school work. Tell your student how important school and career preparation are. The attitude you express will be the attitude your student acquires.
- When your child does homework, try to do your “homework.” Show your child that the skills he/she is learning are related to things that adults do. If your child is reading, you read too. If your child is doing math, you may take that time to work on balancing your checkbook.

- Stay informed. Contact your student’s teacher via email, telephone calls, or conferences. Read the course syllabus that your child receives. Know the expectations for the class and the class rules.
- Help your child figure out what is hard homework and what is easy homework. Have your child do the hard work first. This will mean he/she is most alert when facing the biggest challenges. Easier material will go faster when fatigue begins to set in.
- Make sure your child attends school regularly. Remember, tests do reflect children’s overall achievement. The more effort and energy a child puts into learning, the more likely he/she will do well on tests and assignments.
- Make sure your student is well rested on school days and especially the day of a test. Students who are tired are less able to pay attention in class or to focus on a test.
- Give your child a well rounded diet. A healthy body leads to a healthy, active mind.
- Provide books and magazines for your youngster to read at home. By reading new materials, a student will learn new words. The easiest and best way to build a solid vocabulary is by reading and learning words in context.
- Encourage your student to use school resources to get extra help. After-school assistance is provided in all three high schools – Thornridge, Thornton, and Thornwood.
- Reward progress. If your student has been working hard and experiencing success in homework and assignments or tests, celebrate the success (a favorite food, a walk together, telling others) to reinforce the positive effort.

(Primary source for general guidelines: U.S. Department of Education – ed.gov)



*Incoming Freshman Event on March 6th - Boyd Family*

## SENIOR PROJECT ? QUESTIONS ?

Contact the Senior Project Coordinator at each school.

**Thornridge – Patricia Malopsy**

Malopsy.Patricia@district205.net

**Thornton – Rosalyn Lewis or Shana Scott-Moody**

Lewis.Rosalyn@district205.net

Scott-Moody.Shana@district205.net

**Thornwood – Cynthia Morris**

Morris.Cynthia@district205.net



# — CONNECTION —

## PARENT SCHOOL CONNECTION

### THE CARE AND KEEPING OF A DEVELOPING BRAIN

**Who you are for your children** is the most important investment you will ever make in your home, your neighborhood and this world. What you role model on a daily basis is the template for how your child will make choices; no coach, teacher or preacher will ever influence your child more than who you choose to be when you are in front of him or her. “Breathe” and enjoy this precious journey. The developing brain of the child and adolescent needs your consistent protection and care. The best things we can continue to do to strengthen our children’s opportunities are the following:

- **Listen** to your children. Connect with them daily, hear about their day, and tell them you are happy to spend time with them. Ask about their accomplishments and failures. The brain needs both experiences to grow and mature.
- **Protect** them from anger, hostility, and anxiety. The safer they feel, the more they will take the positive risks they will need to develop their own talents.
- **Create** healthy boundaries. Boundaries create self discipline. Children who can discipline themselves by making good choices rarely need external discipline. A growing brain needs time to run around and play each day. Television, video games, or computer games are not needed and are best limited (no TV Sunday night through Thursday). Research shows again and again that students who have limited TV time are stronger readers, athletes, musicians, artists, and thinkers.
- **Invest** money in art supplies, books, musical instruments, sports—the brain loves to learn new things.
- **Enjoy** seeing the world through their eyes as they develop their talents and become their very best selves praising your investments. Be there for their school activities—they want you to see them be beautiful, strong, and talented.

*Submitted by Mrs. Patti Brucki, Media Specialist/Librarian, Thornwood Poetry Slam Sponsor, Quantum Learning Trainer, recipient of the District 205 “2007 Star Teacher of the Year Award” at the District 205 Academic Enrichment Foundation Fundraiser in 2007.*

### DUAL CREDIT

Did you know that some high school courses in District 205 such as Basic Keyboarding, Radio/TV Production II, and Intro to Engineering Design may be taken for both high school and college credit? During the 2007-2008 school year, 184 District 205 students applied for dual credit through an agreement with South Suburban College. For more information, make an appointment with your counselor and also check the Career Development Systems website at [www.careerdevelopmentssystem.org](http://www.careerdevelopmentssystem.org).

### STRESS MANAGEMENT



In our fast-paced, global society, both parents and students experience stress. Parents are instrumental in helping their students learn how to cope with stress, whether that stress is caused by high stakes tests or personal problems.

What do “experts” recommend to parents and families?

**COMMUNICATE** – Make a point of engaging your children in meaningful conversations, and lending a sympathetic – not judgmental – ear. Help them identify the different possible choices they have when they feel hopeless or stuck.

**STAY CALM** – Show your children that thinking through their possible choices – not an emotional outburst – is the best way to resolve problems.

**TEACH WAYS TO RELIEVE PRESSURE** – Help your children recognize stress signals (tightness or fluttering in the chest or abdomen, clenched muscles, headache, sweaty palms) and encourage healthy routines that help relieve stress, such as exercise, hobbies, playing a musical instrument, creating art, or keeping a journal.

**GET ORGANIZED** – Ask your students to prepare everything needed for school on the night before and allow extra time to get to school. Put things back in the same place and you won’t have to be upset while looking for “lost” things. Organization and planning both reduce stress.

**GET ENOUGH SLEEP** – In general, when people are tired, they tend to be less patient and they find it is harder to focus on challenging work. Children need more sleep than adults, approximately nine hours.

**TEACH STUDENTS TO CONTROL “SELF-TALK”** – The things we tell ourselves in our minds sometimes create our own stress. Suggest positive self-talk to students. Instead of thinking, “That girl gave me a dirty look,” turn the situation around and start thinking in a positive way. “That girl must be having a bad day. Everyone has bad days and I might as well look around for someone who looks happier.”

Young people need better ways to cope with stress so that they do not develop unhealthy alternatives such as emotionally shutting down or acting out aggressively.

# — CONNECTION —

## PARENT SCHOOL CONNECTION

### HELPING OUR STUDENTS TO AVOID DISCIPLINE ISSUES

Students may stray from the road to a successful future if they become involved in discipline issues and end up focusing their energy on personal problems rather than their academic goals and career plans. In addition, parents, students, and school staff all agree that safety and security in our schools is a top priority.

Like adults, students may feel stress for various reasons: the break-up of a relationship, the lack of success in a class, family financial difficulties, a disagreement with a teacher or staff member, or a conflict with another student. Yet a popular saying states, “Life is 10% what happens to you and 90% how you react to it.” Both parents and staff must guide students to deal with their emotions and learn how to react to negative situations. This is an important part of helping our students to future success.

The U.S. Department of Education included some of the following suggestions in the publication *Early Warning, Timely Response: A Guide to Safe Schools*.

- Discuss your school’s discipline policy with your child. Show your support for the rules and help your child to understand them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the consequences of violence.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, model appropriate responses and talk about them later with your child.
- Discuss the value of accepting individual differences with your child.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. If necessary, share this information with a school official on a confidential basis.
- Talk with the parents of your child’s friends. Discuss how you can form a team to ensure your children’s safety.

Some discussion questions to start a conversation with your student are suggested by Patricia Kramer in *The Dynamics of Relationships: A Guide for Developing Self-Esteem and Coping Skills for Teens*.

- What makes you angry?
- What do you do to control your anger?
- What do you say and do when you’re angry?
- How do others respond to you when you’re angry?
- What are some ways to resolve conflicts? What are your choices?
- How do you make up after a disagreement?

Additional parenting tips include:

- Talk about morals and ethical behavior. Passing along a strong sense of values is one of the fundamental tasks of being a parent. Parents talk to their children about what is right and wrong or appropriate and inappropriate.
- Deal with what is important. Issues such as a messy room can be put on the “back burner” but safety rules need to be stated clearly.
- Be consistent and hold your ground. There will be times when teens won’t like what you say or act as if they don’t like you. It’s important to resist the urge to win your child’s favor or try too hard to please him or her.
- Avoid arguments. Keep the right to disagree. Never try to reason with someone who is upset. Wait until tempers have cooled off before trying to sort out a disagreement.

What are some warning signs that a student needs outside professional help? Talk to your child’s counselor or school social worker to get appropriate references regarding any of the following:

- Threats of violence, either verbal or written
- Past violent or aggressive behavior, including uncontrollable angry outbursts
- Past suicide threats or attempts
- Blaming others and/or being unwilling to accept responsibility for one’s own actions
- Recent experiences of humiliation, shame, loss or rejection
- Witnessing abuse or violence
- Themes of death or depression repeatedly evident in conversation, writing, reading selections, or artwork
- Preoccupation with themes and acts of violence in TV shows, movies, music, video games, and Internet sites
- Use of alcohol or drugs
- Frequent disciplinary problems
- Destruction of property or vandalism
- Cruelty to animals
- Poor peer relationships or isolation
- Involvement with gangs
- A sense of entitlement – believing he/she should get what he/she wants at whatever cost

According to the Centers for Disease Control and Prevention, youth violence is an important public health problem. In 2004, in the United States, more than 750,000 young people ages 10-24 were treated in emergency departments for injuries sustained due to violence [www.cdc.gov/ncipc/factsheets/yvfacts.htm](http://www.cdc.gov/ncipc/factsheets/yvfacts.htm). The school setting is still one of the safest places that a student can be. Yet it’s important for parents, school staff, and students to deal with small problems before they become big problems. School District 205 is strongly committed to safe and secure schools.



# — PARENT SCHOOL CONNECTION —

## HELP YOUR MIDDLE SCHOOL STUDENT PREPARE FOR HIGH SCHOOL

The **Illinois State Board of Education (ISBE)** identifies Learning Standards that students in 6th, 7th, and 8th grade should meet. For each standard, there is a description of the ways that students can show they have met the standard. Check [ISBE.net](http://ISBE.net) for a complete list.

As parents and families, how can we help our middle school students meet the standards?

### Use some of the following methods:

- Ask your student to explain the meaning of common sayings and figures of speech. (What goes around, comes around. His attitude is sour grapes. He's as sly as a fox.)
- Ask your student to help you read the directions for putting together a toy, book case, or other project. Follow the step-by-step directions to assemble the project together.
- Point out the prefixes, root words, and word endings in some of the words that you use, point out what they mean, and how your child can use them to figure out the meanings of other words. (Pre- im- mature; general, generalize; cross, crossroad)
- Take your student to the library, help him/her to get a library card, and have your student check out books to read for fun.
- Ask your student to identify the main idea from a magazine article, newspaper article, or book. Discuss what evidence he used to decide on the main idea.
- Ask your student to help you locate a destination on a map and explain how to get there. Have your student read a chart or table that is in a newspaper article or on a tax form and interpret the information together.
- Discuss a story or movie and predict how the story would be different if the author had changed the location (setting), time, ages of the characters, etc.
- For any situation, point out which are the important details and which are the minor details.
- Identify similarities and differences between products, situations, people, etc.
- Ask your student to put a story or article in his/her own words (paraphrase).
- Before your student begins a writing assignment, ask him/her what pre-writing strategies he will use to plan out the assignment. Brainstorming and listing ideas? Outlining? Using a picture representation or sketch (graphic organizer)?
- Use a recipe to cook something together with your child. Note the ways that different measurements could be changed. If the recipe calls for  $\frac{3}{4}$  cup of sugar and you need to double the recipe, how much sugar is needed now? What is the difference between a cup, a pint, a quart, and a gallon?
- Play games with percentages. Count up how many relatives you have in your family. If there are 20 people in your family, 20 people make up 100% of your family. Then use numbers to determine percentages. For example, what percentage of your family is under 18? (If 5 people are under 18, that's 25%.) What percentage of your family members has musical talent? What percentage of your weekly allowance do you spend on food?
- Determine the amount of space in a room. How many square feet of carpet would you need to buy new carpet for a particular room? How would you figure it out?
- How many degrees are in a circle? What does it mean when someone says he did a 180 degree turn?

*Special thanks to  
George Barta,  
Howard Hojnicky,  
and Denise Schwieger*

# SUMMER

## SUMMER ACTIVITIES

### AVOID THE “SUMMER SLIDE BACKWARDS”

Students are able to make connections and learn more easily if they have background knowledge in various real world subjects. Experiences provide background knowledge. In addition, several studies have pointed to a “summer slide” when students start to lose skills during the summer. Plan summer activities with your children so that they continue to learn, even when they are not attending classes. Call ahead to the places listed below for times and admission prices. There are many other places to explore as well.

#### **Adler Planetarium**

1300 South Lake Shore Drive  
Chicago, Illinois 60605  
312-922-STAR

Learn about all aspects of astronomy including planets, stars, and space exploration.

Admission is free during June 15 – June 20.

#### **Argonne National Laboratory**

9700 S. Cass Avenue  
Argonne, Illinois 60439  
Tours@anl.gov or 630-252-5562

See one of the U.S. Department of Energy’s largest research centers (Staff of 2,800 including 1,000 scientists and engineers) at the nation’s first national laboratory, chartered in 1946. Learn more about research in energy, environmental problems, and national security. Call ahead to schedule a morning or afternoon tour. Visitors taking a tour must be at least 16 years old. Admission is free.

#### **The Art Institute of Chicago**

111 South Michigan Avenue  
Chicago, Illinois 60603  
312-443-3600

View 5,000 years of art, including European painting and sculpture with works by El Greco and Monet, African and Amerindian art, and many exhibits.

#### **Chicago Board of Trade – Visitor Center**

141 W. Jackson  
Chicago, Illinois 60604  
312-435-3590

Learn about the history, trading practices, architecture, technology, and global impact of this institution that was established in 1848. Mondays-Fridays 8:00-4:00. Free

#### **Chicago Cultural Center**

78 E. Washington  
Chicago, Illinois 60602  
312-744-6630

Go to the Randolph Street lobby for a free tour. Call for information regarding special exhibits and music concerts. Free

#### **Chicago Tribune Freedom Center**

777 W. Chicago Avenue  
Chicago, Illinois 60610  
312-222-2116

Call to reserve your place in a one hour tour of the facility that shows you the process of going from a delivery of raw paper to printing and distributing the Chicago Tribune. Children must be at least 10 years old to be admitted. Free on weekdays.

#### **DuSable Museum of African American History**

740 East 56th Place  
Chicago, Illinois 60637  
773-947-0600

Named after a Haitian fur trader who was the first permanent settler in Chicago, the museum preserves and interprets the experiences and achievements of African- Americans.

#### **Federal Reserve Bank of Chicago – Money Museum**

230 S. LaSalle  
Chicago, Illinois 60604  
312-322-2400

Learn to detect counterfeit money and see how the Federal Reserve System affects your life. Monday-Friday 9:00-4:00, but closed on bank holidays. Photo I.D. needed. Free

#### **The Field Museum**

1400 South Lake Shore Drive  
Chicago, Illinois 60605  
312-922-9410

See “Sue,” the world’s largest T.rex dinosaur, and exhibits such as The Ancient Americas; Mythic Creatures: Dragons, Unicorns, and Mermaids; and George Washington Carver: scientist and humanitarian.

Free admission days are June 9, July 14, and August 11.

#### **Lincoln Park Conservatory**

2391 W. Stockton Drive  
Chicago, Illinois 60614  
312-742-7736

See the plant life in the Palm House, Fern Room, Orchid House and Show House. 9:00-5:00. Free

# SUMMER

## SUMMER ACTIVITIES

### Lincoln Park Zoo

2001 N. Clark Street  
Chicago, Illinois 60614  
312-742-2000

Visit one of the nation's oldest zoos that features 1,200 animals. Open 365 days a year.  
10:00-4:30. From Memorial Day until Labor Day, extended hours are 10:00-6:30. Free every day

### Local Libraries

Check with your local library regarding special summer reading programs and incentives for students.

### Millenium Park

201 East Randolph (Location of Welcome Center)  
Chicago, Illinois 60601  
312-742-1168

Join the many visitors who see the Crown Fountain, Lurie Garden, Cloud Gate Sculpture, and Jay Pritzker Pavilion.  
6:00 A.M.-11:00 P.M. Free

### Museum of Contemporary Art

220 East Chicago Avenue  
Chicago, Illinois 60611  
312-280-2660

View painting, sculpture, and videos created since 1945.  
Admission is free on Tuesdays.

### Museum of Science and Industry

57th Street and Lake Shore Drive  
Chicago, Illinois 60637  
773-684-1414

Tour the U-505 submarine and see a Walk-Through Heart, a real coal mine, a chick hatchery, Ships Through the Ages, a robot production line, and many other exhibits.  
Admission is free during June 17 – June 22.

### Naper Settlement

523 South Webster Street  
Naperville, Illinois 60540  
630-420-6010

A 13 acre village with costumed interpreters who discuss life in a 19th century town.

### Park Districts

Check on summer programs and deadlines for submitting applications.

Calumet City Park District	862-6443
Dolton Park District	841-2111
Harvey Park District	331-3857
Hazel Crest Park District	335-1500
Lan Oaks Park District	474-4944
Markham Park District	596-3366
Phoenix Park Board	339-8443
Riverdale Park District	841-0095
South Holland Parks and Recreation	331-2940
Village of Thornton Recreation Dept.	877-4454

### Sand Ridge Nature Center

15890 Paxton Avenue  
South Holland, Illinois 60473  
708-868-0606

A 235-acre preserve with hiking trails that feature different habitats and wildflower displays. The Earth Day Celebration will be on April 19 with puppet shows, displays, and exhibitors. The International Migratory Bird Day will be held May 10 with guided bird hikes, children's activities and crafts, and special displays.

### Sears Tower – Sky Deck

233 South Wacker Drive  
Chicago, Illinois 60606  
312-875-9447

Be one of the 1.3 million visitors to take the elevators that travel 1,600 feet per minute and arrive at the Sky Deck on the 103rd floor of the Sears Tower. On a clear day, one can see four states and many local points of interest.

### Shedd Aquarium

1200 South Lake Shore Drive  
Chicago, Illinois 60605  
312-939-2438

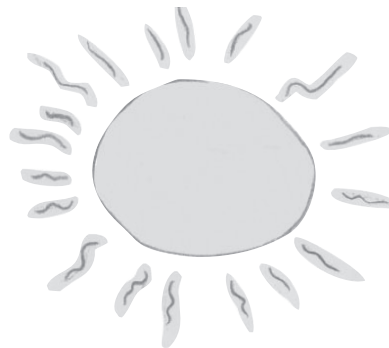
See many species that live in the seas and lakes, plus dolphins and Faust - the Komodo dragon. Admission is free during June 15-20.

### South Suburban College

15800 South State Street  
South Holland, Illinois 60473  
708-596-2000 x2231  
College for Kids Summer Program  
708-596-2000 x2232

### Public Transportation

To make family trips more relaxing and economical, check on the availability of public transportation by calling 836-7000 from any area code or going to <http://metr rail.com/>  
On weekends and holidays, all youngsters ages 12-17 ride for half fare and family fares allow children 11 and under to ride free when accompanied by a fare paying adult.





## THORNRIDGE SCIENCE TEACHER WINS GRANT

Thornridge science teacher Brian Sievers wrote a proposal and won a grant from the 2008 Toyota Tapestry Mini-Grants. Of the 161 proposals received by Toyota, only 27 were selected for funding. The grant was awarded for a student-run project entitled "Got Grease? Let's Make Biodiesel."

Grant money will be used to fund the project during which students will construct a biodiesel processor, start a collection plan for waste cooking oil in their community, measure the reduction in carbon emissions due to using biodiesel, and measure the impact on the environment by analyzing the exhaust emissions of biodiesel for CO2 levels.

## THORNRIDGE - BAND -

The Big Blue Marching Falcons of Thornridge High School are comprised not only of instrumental portions, but also include the Falcon Flag girls and TR Jammer auxiliaries. Falcon Band Director David L. Eanes, a recipient of the 2007 Golden Apple Award, is assisted by counselor Barbra Green-Kenan. The band recently acquired the prestigious title of "Overall Grand Champion" at the Rich Central Olympian Band Competition. This program annually garners 12-15 college scholarships for students.

The Thornridge Music Department also has Concert, Jazz, and Freshman/Sophomore bands, as well as the Thornridge Drum-line. All will be represented at the "Big Blue Spring Concert," April 27, 2008, 3:00 P.M. at Thornridge High School.

## DISTRICT 205 SUMMER CAMPS

During June and July, District 205 will once again offer both Career Awareness and Project Lead the Way Summer Camps for students who reside within the District 205 boundaries.

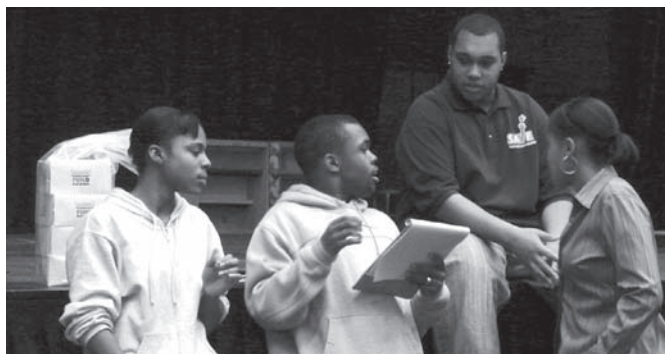
Career Awareness Camps are open to all returning District 205 students. These camps will be organized around the career themes of the Upper Houses of Excellence: Arts and Communication (AC), Health and Human Services (HHS), and Business, Engineering,

Natural Resources, and Technology (BENT).

Project Lead the Way Camps are open to students who will be in 6th through 9th grades as of August, 2008 and would like to learn more about creating websites, building robots, and other fun and hands-on ways of using technology.

For additional information and applications regarding these and other District 205 summer camps, please see the District 205 website at [www.district205.net](http://www.district205.net)

## THORNTON SPEECH TEAM



## DISTRICT 205 ART STUDENTS EXHIBIT WORK AT SOUTH SUBURBAN COLLEGE

The Annual Regional High School Art Exhibit was held in the Dorothea Thiel and Photo-Four Galleries at South Suburban College from February 4th to February 22nd.

Thornridge (art teachers Erin Fort and Kristen Burke), Thornton (art teachers Sue White and Leigh Mitidiero), and Thornwood (art teachers Brian Evans and Karen Keorpes) high schools were three of the 25 high schools represented at the exhibit. On February 22nd, students whose work was exhibited traveled to South Suburban College with their art instructors to attend a full-day festival in their honor. In addition, all who attended heard from professional sculptor Richard Hunt, a native of Chicago. Mr. Hunt gave a brief overview of his life journey from amateur artist to proficient award-winning sculptor of large-scale public art commissions, as well as narrating slides of his numerous works. Of the 375 to 400 art pieces on display, one was selected from each school as the best piece displayed by that school. Terrence Harness' wire sculpture titled Number 23 was picked for Thornridge, a drawing by Kyle Mitchell was chosen for Thornton, and a colored pencil group assignment called Pirates! was selected for Thornwood. Eight pieces were chosen for special awards, and William Franklin, a senior at Thornridge High School, received the highest honor for a two-dimensional piece of work, the SSC Art Merit Award, for his marker, colored pencil, and pen on drywall piece, Graffiti Piece. This honor entitles William to a free three-credit hour art course at South Suburban College.

### 2000-2008 DISTRICT 205 KEY FINANCIAL FACTS

In fiscal year (FY) 2000, the first full fiscal year that Dr. J. Kamala Buckner served as Superintendent, Thornton Township High Schools – District 205 had debt in the amount of \$97,470,914 in outstanding bonds, principal and interest. At the end of FY 2008, the balance on the outstanding bonds, principal and interest will be \$25,390,000. This means that about three-fourths of the outstanding debt that Dr. Buckner inherited when she assumed leadership has been paid off. Annual debt service payments have ranged from a high of \$20,917,095 in FY 2004 to a low of \$6,560,631 in FY 2005. In FY 2007, the debt service payments and charges were \$8,936,204. These debt service payments have affected the educational programs and scheduling in District 205. Substantial reductions in teaching and support staff had to be made in order to keep District 205 financially solvent. Though it is not reflected in the Financial Profile issued by the Illinois State Board of Education, District 205 is now much more financially sound.

Even with this solid financial progress, financial stability is fragile in that it can be easily sacrificed if expensive changes in schedules, programs, and extracurricular activities are put into place. The temptation is great

to view any improvement in the District 205 financial situation as a signal to bring back programs, personnel, and schedules which were eliminated to keep the district “afloat.” To avoid returning to the point when debt service consumed more than 18% of the District 205 expenditures, as it did in 2004, the District must be disciplined and circumspect.

Due to the ages of the schools and the years of deferred maintenance, District 205 is now confronted with the necessity of either investing millions of dollars in infra-structure improvements or tearing down and rebuilding one or more of the schools. To simply accommodate the Life-Safety requirements for the buildings, the District could have to issue bonds in excess of \$60,000,000.

**By Mr. John Blakey**

*District 205 Interim Business Manager*



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## MISSION STATEMENT

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### WE BELIEVE:

- The individual has intrinsic value.
- Learning and teaching should be guided by high expectations.
- Learning is a life-long process.
- All students can learn.
- Education is a shared responsibility of the school, student, family and community.
- Students learn best in and have a right to have a safe, positive and supportive environment.
- Diversity enriches the school community.
- Schools foster social responsibility.

### Calendar of Events:

- District 205 Board of Education will meet every second Wednesday of the month during May, June, July and August in the Thornwood H.S. Student Cafeteria at 7:00 P.M.
- District 205 Student Board of Education will meet every second Wednesday of the month during May, June, July, and August at Thornwood H.S. in Room 1531 at 6:00 P.M.
- PSAT Testing - April 23 & 24
  - Thornton Prom - May 2
  - Thornwood Prom - May 2
  - Thornridge Prom - May 9
- Graduation ALL SCHOOLS  
May 17

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## BOARD OF EDUCATION

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**Mr. Ray C. Banks / President**

mail to: banks.ray@district205.net

**Mr. Arthur Burton / Vice President**

mail to: burton.arthur@district205.net

**Mrs. Bernadette Lawrence / Secretary**

mail to: lawrence.bernadette@district205.net

**Rev. Dr. Carl E. King, Sr. / Member**

mail to: king.carl@district205.net

**Mr. Julius Patterson / Member**

mail to: patterson.julius@district205.net

**Mrs. Elizabeth Ware / Member**

mail to: ware.elizabeth@district205.net

**Mrs. Sharon G. Voliva / Member**

mail to: voliva.sharon@district205.net

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### District Administration

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**Dr. J. Kamala Buckner / Superintendent**

**Mr. Gary Lester / Master Principal**

**Mr. Steven Gress / Director of Business Operations**

**Mr. John Daniel / Chief Technology Officer**

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### CONTACT INFO

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**Thornton Township High Schools** [www.district205.net](http://www.district205.net)

**District 205**  
**465 E. 170th St.**  
**South Holland, IL**  
**60473-3481**

**Phone:**  
**(708)225-4000**

**Fax:**  
**(708)225-4004**



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District 205 Improvement Plan - Community members may read the entire text online at [www.district205.net](http://www.district205.net)

## POSTAL PATRON