



2011-2012

GLEN ELLYN SCHOOL DISTRICT 41

VISION

Ignite passion.
Inspire excellence.
Imagine possibilities.

MISSION

We embrace the future with optimism, working in partnership with the community on behalf of our children. We develop intellect, engage creativity, foster responsibility, and build positive and collaborative relationships to enable all children to thrive in a changing and increasingly global society.

VALUES

We expect honesty, integrity and ethical behavior of all members of our learning community.

We empower every child to become a self-directed lifelong learner capable of creative and critical thinking.

We emphasize written and oral skills which are essential to success, timeless in their importance and are the basis of future learning.

We encourage flexibility and adaptability knowing they are necessary to succeed in a global and diverse society.

We leverage our resources and technology to create powerful and equitable educational environments and experiences for all learners.



YEAR IN REVIEW

and a look ahead

Inside

The District 41 Learner Characteristics	p.1
It's Our Future...OWN IT! The Long-Range Plan	p.2
Financial Section: value in education	p.3-7
Work that will transform us	p.8
Recognitions	p.9-10
Superintendent's message	back cover
Board of Education	back cover



This is a publication of Glen Ellyn School District 41. Please direct comments to Communications Director Julie Worthen, jworthen@d41.org.

Abraham Lincoln

Benjamin Franklin

Churchill

Forest Glen

Hadley Junior High

District 41 serves parts of five communities: Carol Stream, Glendale Heights, Glen Ellyn, Lombard and Wheaton



**Be respectful. Be responsible.
Be safe.**

Students do better in school when they feel safe and accepted. Each school opened the year with activities meant to explicitly teach and support positive behavior; schools kept the focus on these expectations throughout the year. Above, Hadley used teambuilding activities to reinforce the message.



**Family engagement:
a key to success in school**

Our schools are always looking for ways to engage the whole family in the child's education. When the family is engaged, it shows the child that school is important and provides support for learning at home. Family members had many opportunities to engage with their child around learning, such as literacy nights held in partnership with the Glen Ellyn Public Library.

D41 Learner Characteristics for the 21st century

What is 21st century learning?

21st century learning is the constellation of learner characteristics which equips students to enjoy a high quality of life, work and relationships by being resilient, intentional, creative and confident learners who understand the value of collaboration, the relationship of effort to results and the need to be continually growing and learning.

How does learning take place?

What does learning look like? How do we think deeply about learning so that it is powerful, continuous and enduring? These are the questions District 41 examined in identifying its Learner Characteristics, characteristics that are essential to creating a dynamic learning community for adults and children. Their importance to academic and lifelong success in the 21st century cannot be overstated. In partnership with the home and community, the district strives to create an environment in which individuals make the most of their potential, take responsibility and ownership for learning and demonstrate the Learner Characteristics (below) in their academic, social and emotional lives.

The District 41 Learner Characteristics

Habits and Attitudes: a person with these habits and attitudes is someone who is ...

- Curious
- Creative
- Resilient in the face of challenges
- Able to embrace change
- Adaptable
- Collaborative
- Open to diverse viewpoints and experiences
- Respectful of other
- Respectful of the environment
- Compassionate
- Optimistic
- Nurturing
- Challenge seeking
- Engaged and enthusiastic
- Future oriented with a global perspective
- Intrinsically motivated

Skills and Applications: a person with these skills and applications is someone who can ...

- Solve complex problems
- Make connections between present and future opportunities
- Think critically and reflectively
- Communicate effectively using a variety of media and technology
- Communicate effectively to a variety of audiences
- Utilize multiple literacy skills in learning
- Utilize organizational skills to enhance learning
- Mediate conflict peacefully
- Pursue a healthy lifestyle
- Appreciate beauty and the arts
- Advocate for oneself and others
- Apply current learning to new situations
- Synthesize multiple pieces of information to create new information
- Assume responsibility for learning



It's our future...OWN IT!

Our Long-Range Plan depicts the future we want and tells us how to get there.

■ ■ A sustainable organization

We must manage scarce resources wisely so that we are able to meet our commitment to the community's children.

Our business practices will be streamlined, efficient and make the best use of technology to produce outstanding results at a sustainable cost.

Our facilities will be innovative, adaptable and able to accommodate the shifting needs of a changing world.

We will partner with our community to address the challenges of diminishing resources and increasing needs in order to make the best decisions for our students.

■ ■ 21st century learning

Our students will live in a world that we cannot now imagine. This has huge implications for our work. Here is what we see for our students so that they will thrive in this new world:

They will be confident problem solvers, knowing they have strong skills to draw upon.

They will navigate the connections among math, science, art, literacy and social studies to create real-world solutions to challenging real-world problems.

They will master technology, foreign language and the Learner Characteristics.

They will be self-directed and eagerly take responsibility for their learning.

■ ■ A strong positive core

In 2011-2012, the district conducted a series of focus groups to find out how employees perceive their work and their organization when they—and it—are at their best.

From more than 100 employees' everyday experiences, unmistakable themes emerged depicting our positive core:

- *We make a difference.*
- *We embrace change together.*
- *We are a true team of professionals.*
- *We build the future.*

We'll use our positive core to strengthen positive synergies, build on what we do well together and help each one of us become a genuine ambassador for the district.

What does "It's our future...OWN IT" mean?

"It's our future...OWN IT!" That phrase is our short-hand for the district's 2011-2016 Long-Range Plan. We wanted to give the plan a straightforward name that highlights the role all of us—leaders, staff, students and community members—play in bringing the plan alive," explained Superintendent Dr. Ann Riebock. "Our 2006-2012 Long-Range Plan focused on getting fundamentals in place," said Dr. Riebock. "We met the goals of that plan early and now are ready to deepen and enrich that work. We are poised to become a leading school district and our long-range plan will help us get there....it is **our future**, and if each one of us will **own it** we can make that future what we want it to be."

To learn more about the Long-Range Plan, please visit www.d41.org

We earn high marks for finances

One way to get a feel for District 41's finances is through comparisons to industry standards.

State's top score for finances

The state rates public school districts on financial stability in four categories: Financial Watch, Financial Warning, Financial Review, and Financial Recognition. District 41 has earned Financial Recognition for years, but has now achieved a 4.0, the highest possible score. To determine this score, the state looks at fund balance-to-revenue ratio, expenditure-to-revenue ratio, days cash-on-hand, percent of short-term borrowing remaining, and percent of long-term debt margin remaining.

Triple A from Moody's

The district has earned a triple A (Aaa) rating from Moody's Investor Service, its highest and best rating. Moody's considers any debt obligations that may be undertaken by D41 to be of the highest quality, with minimal risk to investors. If the district should need to borrow money for a big project, it would get a low rate—that's good news for taxpayers.

Excellence in financial reporting

District 41 has received the Association of School Business Officials International's Certificate of Excellence in Financial Reporting for its high-quality Comprehensive Annual Financial Report five years running. The CAFR provides an overview of district operations and important financial information in a reader-friendly format.

Annual audit shows healthy finances

Each year, the district contracts with an outside firm for an audit. The results? The district has strong financial processes in place, adequate reserves, and has continued to pay down debt and contain its costs. It has brought its financial structures and processes in line with new accounting and auditing regulations, include minimizing cash transactions, re-aligning responsibilities within the finance department, segregating duties and establishing more stringent internal reporting.

State funding uncertainty

Property taxes are a stable source of funding, because most people pay their taxes on time and property values, while declining, are holding firmer here than in some other areas. State funding is uncertain, with the legislature having cut funds and expected to cut more; the state money we do get has been coming in late. Our economy measures are meant to help us remain fiscally stable during uncertain times and keep us so for the foreseeable future.

Snapshots of 2011-2012



Hadley Talent: Students presented three productions over the past year. Hundreds of Hadley students participated in the shows, as cast members and working on staging, costumes, lighting and more. Recent audio upgrades to the Hadley "pods" will reduce the need for rented equipment.



Hot lunch coming to elementary: In fall 2012, elementary students will have the option to buy a nutritious hot lunch at a reasonable cost; eligible low-income students will receive a hot lunch at no cost. Menus with nutritional information will be posted online.

We are frugal & focused on sustainability

\$4-5 million in cuts and savings

In the face of turbulent economic times and uncertain state funding, the district has sustained healthy finances through good planning, sound business decisions and a frugal mindset. Here are some actions the district has taken that have created about \$4-5 million in savings.

- Cut approximately \$3 million by reducing personnel, including district-level positions, and cutting spending on equipment and supplies.
- Saved \$1 million over three years by changing bus service and food service vendors.
- Saved \$50,000 by changing phone service provider.
- Kept salary costs in line by staffing tightly to class-size targets.
- Cut health costs by joining cooperatives, increasing employee share of health benefit premiums.
- Saved \$200,000 on capital improvement costs by bringing all projects in on time and under budget. Projects include a three-room Hadley addition; Hadley courtyard renovation; Ben Franklin entry, facade, parking lot, stormwater work; new Lincoln stage and soundproofing; HVAC improvements and renovation of paved areas across district.
- Saved \$18,000 on new copier lease.
- Saved \$10,000 on electric bills.
- Saved \$4,000 by re-negotiating iPad, Netbook leases.
- Received \$24,000 in competitive grants for bully-prevention, foreign language planning.

\$2.7 million abated to taxpayers

This year, the annual tax levy (the mechanism by which the district requests tax dollars) was combined with a \$2.7 million abatement. This means that the D41 share of the 2012 tax bill was less. For example, for a house with a fair market value of \$300,000 (assessed value of \$100,000), the amount by which the district share of taxes was reduced was approximately \$209. This reduction is measured from what the district share of the tax bill would have been this year if not for the abatement. The board made this decision in alignment with its policy for looking at options when reserves

exceed 25% of operating expenditures. For more information on the abatement, visit www.d41.org/finances/abatement_faqs.pdf.

We are transparent

District 41 used the guidelines for governmental bodies developed by the Illinois Policy Institute to create its "Transparency Project" Web pages: www.d41.org/transparency.htm. Agendas, minutes and recordings from the Board of Education Finance Committee meeting are posted on www.d41.org. The QR code at right will take you to our online Financial Dashboard for easy-to-read charts, graphs and more.



Snapshots of 2011-2012



Hadley parking lot renovation

A major capital project for 2011-2012, the Hadley parking lot project does much more than resurface aging pavement. The reconfigured lot design streamlines traffic and improves vehicular and pedestrian safety. The new underground stormwater system replaces the former above-ground detention area and increases capacity from 5,000 cu. ft. to 55,000 cu. ft. to resolve run-off issues and to provide capacity if the school should ever be expanded. Originally, the project included an off-street bus parking lane along Glencoe; after the project began, the City of Wheaton withdrew its permission for construction of that lane.

Value in education—we do more with less

The districts compared here are the Glenbard associate districts whose graduates attend Glenbard High School District 87. This data can be found on the Illinois School Board of Education Web site (www.isbe.net) for any public school. The comparisons highlight the value in education that District 41 provides.

- We are the **highest performing** district among the associated districts (*and* in the top 6% of the state ... see page 9).
- We **spend less per pupil** than all but one of the associated districts.
- Our **revenue per pupil is less** than all but one of the associated districts.
- Our **tax rate is lower** than all but one of the associated districts.

District	Total tax rate*
Glen Ellyn 41	2.9086
CCSD 89	2.6035
Lombard 44	3.9130
Carol Stream 93	3.1767
Queen Bee 16	4.2369
Marquardt 15	4.1840

* As reported in the Annual Statements of Affairs for 2010-2011, the most recent closed, audited statements.

District	Revenue from state*
Glen Ellyn 41	8.5%
CCSD 89	8.1%
Lombard 44	8.1%
Carol Stream 93	8.7%
Queen Bee 16	14.7%
Marquardt 15	12.9%

* As reported in the Annual Statements of Affairs for 2010-2011, the most recent closed, audited statements.

District	Meets & exceeds ISAT standards*	State Average*
Glen Ellyn 41	91.7%	82.0%
CCSD 89	90.1%	82.0%
Lombard 44	88.9%	82.0%
Carol Stream 93	88.6%	82.0%
Queen Bee 16	81.9%	82.0%
Marquardt 15	79.7%	82.0%

*The 2011 Report Cards report this data from spring, 2011.

District	Per Pupil Spending*	State Average*
Glen Ellyn 41	\$11,629	\$11,537
CCSD 89	\$12,244	\$11,537
Lombard 44	\$11,775	\$11,537
Carol Stream 93	\$12,943	\$11,537
Queen Bee 16	\$10,299	\$11,537
Marquardt 15	\$11,655	\$11,537

*The 2011 Report Cards report this data from 2009-2010.

District	Ave. class size*	State Average*
Glen Ellyn 41	20.9-26.2	20.9-23.3
CCSD 89	16.8-23.1	20.9-23.3
Lombard 44	19.4-31.5	20.9-23.3
Carol Stream 93	17.1-21.7	20.9-23.3
Queen Bee 16	20.7-26.8	20.9-23.3
Marquardt 15	18.3-25.4	20.9-23.3

*The 2011 Report Cards report this data from spring, 2011.

District	Total revenue*	Number of students*	Per pupil Revenue
Glen Ellyn 41	46.5M	3,631	\$12,806
CCSD 89	25.7M	1,997	\$12,869
Lombard 44	49.0M	3,093	\$15,842
Carol Stream 93	62.3M	3,859	\$16,144
Queen Bee 16	25.8M	2,053	\$12,566
Marquardt 15	36.0M	2,702	\$13,323

* As reported in the Annual Statements of Affairs for 2010-2011, the most recent closed, audited statements.

Financial decisions now & in the future

If we are to reach our future as depicted in the Long-Range Plan, there will be many financial decisions ahead for the District 41 community; here are some major ones that we can anticipate today.

Space, land and our “sixth school” of portables:

District 41 has 32 portable classrooms housing approximately 500 students—a school’s worth. Why this space crunch? Enrollment has increased (in 2000, we had 3,280 students; today we have 3,639), today’s best practice programming requires more space, and there is a mismatch between the types of spaces the schools have and the types of spaces they need.

- The board is committed to bringing every student “under roof;” the district is looking for land for a new school.
- The district’s tentative plan is for a ballot request for a new school in about four years; expenses associated with a new school include land, construction, teachers, building administrators, supplies, materials, utilities, fixtures, furnishings, maintenance and more.

21st century learning and the New Common Core:

The New Common Core standards adopted by Illinois in 2010 are more rigorous, resulting in changes to the curriculum and to instruction. The financial implications of this include:

- Increased professional development for teachers; new instructional and assessment materials.
- The need to consider all-day kindergarten to prepare students for a more challenging experience in first grade and beyond.
- A gradual transition to 21st century facilities, including furnishings and equipment.
- The need for sufficient technical capacity for the new online state assessments coming in 2014; provide each student daily access to a technology device.

Technology: Over the last decade, district technology has evolved from a few hundred computers and four servers to a robust technology infrastructure with pow-

erful data systems, a ten-fold increase in classroom bandwidth, more than 1,500 computers and laptops, remote access, 32 servers and more. Annual technology expenses average \$1 million, including tech staff compensation, equipment acquisition and software.

- SMART Boards are in every classroom and portable technology devices (such as netbooks and iPads) are in students' hands.
- Our long-term tech plan calls for regular “refresh” cycles so that technology is kept up to date without overwhelming expenses in any given year.
- We’ve purchased interactive learning software that is aligned to the curriculum to boost student learning.
- We plan to leverage Cloud technology to reduce our server footprint and manage costs.

Foreign language: The district is looking to create a sustainable foreign language program beginning in the lower grades. This will mean hiring elementary foreign language teachers and buying instructional materials.

Professional development: The district is tackling several large-scale professional development projects:

- Training in up-to-date methods for teaching English Language Learners to meet the challenges posed by our changing demographics.
- Training in Problem-Based Learning (PBL), a key feature of 21st century instruction. (For more on PBL, please see p. 8.)
- Ongoing training to ensure teachers and students get the most benefit from new curricula and technologies.

Ongoing maintenance and updating: The district spends between \$1-\$1.5 million each year on paving, roofs and other fundamental repairs and improvements.

State and federal funding: Government funding may be lost or reduced beyond what it has been already. The district may be faced with the choice of absorbing costs for programs and services currently being funded by the state or federal government or being forced to cut them.

Three steps to stewardship

There are a number of financial milestones during the year: the budget adoption, the levy adoption, and other actions. In reality, finances are discussed throughout the year. Decisions that have a financial impact go through a three-step process in public that ensures accountability and provides time in advance of decisions for the public to become informed and provide feedback. These three steps are part of good stewardship of the resources given to us by our community.

1) Finance Committee discussion: The Board of Education (BOE) Finance Committee generally meets before each BOE meeting. This is where matters with a financial component are first brought by the administration. The committee reviews the information, asks questions and may send the matter back for further work or even a different direction. The committee always wants to know if there are other financial implications; for example, if we purchase new curricular materials, will there be associated teacher training expenses? Once the committee is satisfied with the proposal, it sends it forward to the full BOE for discussion. This may take several committee meetings.

2) BOE discussion: After the Finance Committee has fully reviewed the matter, it goes on a BOE meeting agenda for discussion. If BOE members are satisfied with the proposal, it will be put on an upcoming agenda for action. If they are not, the matter will either go back to the administration for more work or it may be tabled or eliminated. In the interval between discussion and action, members of

the public have a chance to provide feedback which may impact the thinking of the BOE.

3) BOE action: By the time an issue is on the agenda for action (a vote), the matter has been thoroughly and publicly discussed. Stakeholders have had time to learn about the issue and respond. At this stage, the BOE generally takes action without a lot of further discussion.

BOE meetings and Finance Committee meetings are open to the public. They are recorded and the audio-tapes are posted online within a day or two of the meeting. District 41 E-News carries overviews of BOE meetings soon after they occur, and these are also posted online along with agendas and minutes.

Financial Advisory Committee

The newly formed District 41 Financial Advisory Committee will serve as a sounding board for the administration, provide information and financial context to the Board of Education, and offer its perspectives on communicating the complex world of school finance to the public.

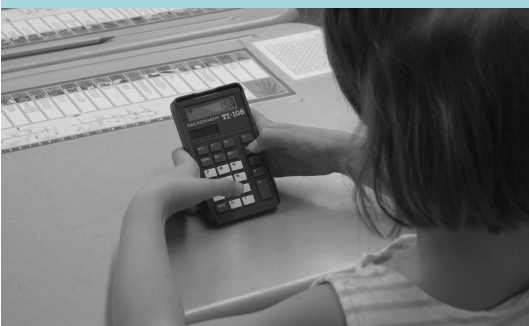
The district enjoys a balanced budget, sound reserves, a Triple A rating from Moody's and a perfect financial score from the state. This spring, the district abated \$2.7 million to taxpayers. "We are in good financial shape, but school funding is experiencing uncertain times," said Assistant Superintendent Bob Ciserella, who leads the committee. Superintendent Dr. Ann Riebock added, "We believe that this committee can help us achieve our goal of sustainable financial health. Everything we dream of doing for our students and community depends on that."

Committee members will serve two-year terms, and the group will meet quarterly for the next two years. Members are BOE member and Chairman of the BOE Finance Committee Drew Ellis; parents Bill Enright, Andy Humble, Margaret Immink, Lisa Lane, and Jim Piszczek; and community members Ray Essick and John Mulherin.



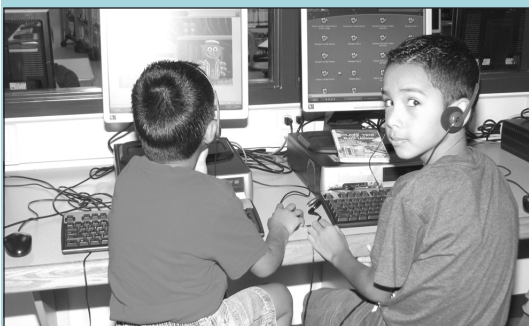
Early Childhood is key to learning

District 41 offers services to at-risk families with children from birth to three, as well as preschool for at-risk, special needs and typically developing students. The programs are aligned to state and national learning standards and best practices in early childhood instruction.



Math Volunteers

The district piloted a volunteer program at Abraham Lincoln. Volunteers helped small groups of primary-age students with math. The program made a real difference!



Summer Odyssey

Computer labs were open this summer for kids (and parents) who may not have Internet at home to use the new interactive Odyssey learning program and combat summer learning loss.

Work that will transform our future

The District 41 Think Tank...looking to a future of powerful learning:

The Think Tank is composed of teachers, administrators and parents. The group has been researching what it will take to prepare students for our rapidly changing world. What should the school day look like? How can students become powerful learners who can grapple with challenging content? The Think Tank has visited other school districts, attended workshops and brought in speakers; it will be using its knowledge and insights to craft recommendations that may lead to a re-structured learning environment built around making sure students have what they need when they need it, not necessarily around traditional grade levels.

21st century learning in 20th century schools: District 41 has made numerous incremental improvements to its aging schools—small projects that deliver a big impact, keep the vision of 21st century learning in the forefront, and lift the spirits of the building occupants. One example is creating model classrooms that combine innovative furnishings, portable technology and flexible room arrangement to foster project-based and student-led learning in the elementary grades. The district held a spring open-house during which the community members could see the model classrooms in action. Over the summer, more 21st century classrooms were created, making a total of eight at each elementary school. Also, every classroom in the district was equipped with a SMART Board. Over time, the district plans to transform all classrooms into 21st century learning spaces.

Problem-Based Learning: This summer, approximately 60 teachers engaged in four days of professional development on Problem-Based Learning (PBL), a key-stone of 21st century learning. These teachers studied best practices for designing learning experiences using real-world problems that need real-world solutions. PBL is most successful when the teacher facilitates rather than lectures, involving students in creating and executing their own learning.

Schedules that support learning: District 41 has taken the mundane schedule and turned it into a pillar of 21st century learning. At all its schools, the district has implemented an approach to scheduling the school day that allows teachers time to collaborate around student needs and provide daily help or enrichment to small groups. This approach fosters a culture where every member of the school community takes responsibility for student learning. At Hadley Junior High, the unique middle school schedule allows for broader programming and provides the flexibility to provide 90 minutes for literacy, 60 minutes for math, and 45 minutes for other subjects. The staggered schedule has eliminated the need for bells and made for calmer hallways and a less crowded cafeteria. The schedule is drawing interest from other districts, who have sent small teams to learn more about it.

Planning a dynamic Library Media Center for Hadley: The Hadley library is overdue for renovation, and a team has been working for several months to plan a transformation from an uninviting, conventional space to a dynamic, collaborative, interactive, learner-centered space. A recommendation is expected to be ready to enter the three-step review and decision-making process (see page 7 for info about the 3-step process) in the fall.

Recognizing success, energy and commitment—

District in top 6%; offers “extraordinary” value:

District 41 student performance is consistently strong, and our students are educated for less than what many districts spend. These are the key findings of a 2011 benchmarking study from Advantage Analytics, LLC. This study found that District 41 students perform overall in the top 6% of districts in the state, achieving this result with modest per-pupil expenditures while maintaining healthy finances. The most powerful conclusions in the study are that our educational value for the tax dollar is "extraordinary," and that we exceed the expected performance for a district with our demographic characteristics. The study compared D41 to 37 other districts including the Glenbard associated districts, the top 10 districts in the state, and others chosen for their demographics, financial circumstances and high achievement.

Those Who Excel: Four employees and one community member received the District 41 Those Who Excel award, recognized by their peers for being outstanding amb-

sadors for the district who model the district's Learner Characteristics in everything they do. Honorees were: Assistant Superintendent for Finance, Facilities and Operations Bob Ciserella; community member Margaret Giffin;

teacher Jodi Conrad; Special Education Aide Diane Stoner; and social worker Heather Bruch.



Bright Red Apple Award: District 41 earned the 2012 SchoolSearch™ Bright Red Apple™ Award for educational excellence. In Illinois, 79 out of 868 school districts earned the award. SchoolSearch™ provides information to help families find the best schools for their children.

Award-winning PTAs: All District 41 PTAs earned honors this year from the PTA DuPage West Region. Abraham Lincoln PTA President Kristin Massey earned the "Rookie of the Year;" Churchill PTA President Kristen Travers, Forest Glen PTA Co-Presidents Pam Kelleher and Laura Phillips, Benjamin Franklin Co-Presidents Lisa Lane and Margaret Immink and Hadley President Beth Faw-

cett earned the President's Service Award; Lincoln, Franklin, Forest Glen and Hadley earned the "Shooting for the Stars" Membership Award; Franklin earned the Innovative Technology and the Partnership awards, and the PTA Council (which represents all five PTAs) earned the Outstanding Community Outreach Award.

District gains national recognition: Outstanding district work in building professional learning communities, scheduling, facilities and literacy has resulted in a number of staff members being invited to present at national conferences such as the Triple I education conference, National Council of Teachers of English and the National Middle School Conference.

Academic excellence: Benjamin Franklin and Forest Glen have earned the Illinois State Board of Education's 2011 Academic Excellence Award. Statewide, 438 schools earned the award by making Adequate Yearly Progress (AYP) for the last two years, with 90% of students meeting or exceeding standards in reading and math as measured by the Illinois Student Achievement Tests (ISATs) for the three most recent school years. Overall, 91.7% of D41 students met or exceeded standards in 2011.

Business honors teacher: Churchill teacher Whitney Crouch won Office Max's "A Day Made Better" award of a new office chair and \$1,000 worth of school supplies. The award honors great teachers and draws attention to the fact that most teachers spend a lot of their own money on school supplies for their students.

Thank you to our retirees: Ten valued employees retired this year: Kathy Beckert, Diane Fanning, Cathy Gerlach, Ruth Kramme, Ed Maylath, Marji Purcell Gates, Susan Scully, Jean Sheley, Asti Shtamari, and Bashkim Zaimi. "We are grateful to them for their talents and contributions," said Superintendent Dr. Ann Riebock, "and we thank them for their years of service and dedication to the District 41 community."

Students involved in the community: Students demonstrated their community spirit through several initiatives—here are just a few: The Hadley Student Council raised more than \$500 for the Glen Ellyn Food Pantry and more than \$600 for holiday baskets; Hadley's HOTSA,

a sampling of the great work going on in our schools

Helping Others Through Student Activities, raised money for the Glen Ellyn Children's Resource Center; the Hadley Animal Helpers Club raised \$1,500 for the West Suburban Humane Society; Forest Glen and Abraham Lincoln students and staff raised funds for Breast Cancer Awareness during "Think Pink" days; students from across the district participated in Spellapalooza to raise funds for the Glen Ellyn Children's Resource Center; schools hosted a range of Veterans Day activities to honor men and women who have served in all branches of the armed forces; and the district adopted 165 families for the winter holidays, providing gifts and food.



Authors of District 41: Four district teachers have published books: Nancy McCaffrey wrote the young person's novel "Wright to Machu Picchu," Forest Glen teacher Julie Nicola wrote "Roadmap Through Bullying," Abraham Lincoln teacher Patricia Harte Naus wrote "Belden Boy," and Abraham Lincoln teacher Lisa Buchholz writes instructional math books for teachers.

Athletic success: The Hadley Junior High Wrestling Team had 14 members qualify for the March state meet, more than any of the 167 teams in the Illinois Elementary Scholastic Association. Hadley's team placed 2nd, with seven team members placing in the top four of their weight class. The Hadley 8th grade Girls Cross Country Team won the conference championship.

Hadley girls and the first-ever POW!: An event designed to help Hadley girls "connect with their inner power," POW! included a range of break-out sessions designed to help female students recognize and reach their full potential. Teachers, school social workers and the PTA collaborated on the event, which was attended by more than 100 girls and their moms.

Tech 2012: Several Hadley students were selected to present "Old School + New School =Cool School," to the Illinois General Assembly in May during Tech 2012, the annual exposition of the best and most innovative learning activities.



Churchill Bookmobile: Churchill teachers wanted to encourage their students to read over the summer, so they made it easy for them! They built a portable mini-library and took it to Churchill twice a week over the summer so students without public library access could check out fun summer books.

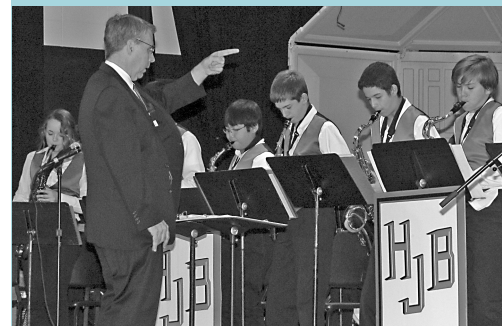
Snapshots of 2011-2012



Bullying:
it won't
happen
here.

Building a Culture of Care

The district launched its bully-prevention initiative, "Culture of Care." District 41 schools strive to be bully-free so that all students know they are safe and respected. We are all responsible to do our part to contribute to building a culture of care. Culture of Care resources can be found at www.d41.org/bully.htm.



Music is growing!

Participation is growing in the district's award-winning instrumental music program. The Hadley Jazz Band, above, added a sixth grade band to accommodate all the students who want to participate. Below, music students practice Hadley's courtyard.



Message from the Superintendent—it's our future

At the end of the school year, I received some spontaneous feedback from teachers about our work together. "I'm so proud of my team."

"We are all speaking the same language about learning."
"I understand my students better and I feel more confident in my teaching."

These comments reflect enthusiasm and pride and point to a culture where continuous improvement has become part of how we do business.

We're working together. We're setting high goals. We're measuring progress using meaningful data. We're aligning our work to the Long-Range Plan. We're seeing results. We're building a culture where to-

gether we do what individuals alone cannot.

We've made substantial progress on a number of challenging projects: embedding the New Common Core into the curriculum; using student data in our professional learning communities so that we can meet every child's needs; implementing systems like Positive Behavior Interventions and Supports (PBIS) and Culture of Care to support our students' social-emotional growth—and this list is just a sampling! It's our future indeed, and we are owning it!



Dr. Ann K. Riebock
Superintendent

Dr. Ann K. Riebock



To keep up to date on District 41 news, visit www.d41.org and subscribe to E-News.

The Board of Education

Board of Education (BOE) members are elected at large and serve without pay for staggered four-year terms. Board meetings are work sessions to which the public is welcome, and time is set aside at the beginning and end of each meeting for public comment.

Board election April 9: Four seats will be on the April 9, 2013 Board of Education election ballot. Persons interested in board candidacy should contact District 41 Election Official Maureen Stecker at mstecker@d41.org or (630) 534-7236.



Erica Nelson
President - 2015



Drew Ellis
Vice President - 2013



Terra Costa Howard
Secretary - 2013



Sam Black
Member - 2015



John Kenwood
Member - 2015



Dan Smith, Jr.
Member - 2013



Steve Vondrak
Member - 2013