



The Indian Letter

"We work best when we work together!"

Volume 1, Issue 2

June 2009

Minooka CCSD 201

Mr. Al Gegenheimer
Superintendent

Aux Sable Kindergarten Students to Attend MES in AY2010

At the regular Board Meeting in April the Board addressed the growing enrollment concerns at Aux Sable Elementary School by moving the kindergarten classes to Minooka Elementary School for the 2009-10 academic year. An informational meeting with Aux Sable Kindergarten parents (and students) was held at MES on Wednesday, May 13th at 7:00 p.m. Nearly 100 people attended the meeting.

At the meeting parents learned the reasons for the move. A map of the district indicating the boundaries of all of the elementary schools was shared. As most people know the district will open two new schools in the fall of 2009, the new Minooka Intermediate School (5th-6th Grades, located adjacent to MJHS along Ridge Road) and Jones Elementary School (K-4th Grades, located at the corner of Black Road and Barberry Way). By removing 5th grade students from all of the elementary schools and sending them to the new MIS, we will ease the crowded conditions in all elementary schools. Opening Jones Elementary School in the northwestern section of the district will also help ease overcrowding at all elementary schools, especially the severe overcrowding at Walnut Trails.

Minooka Elementary School staff including the Principal, Mrs. Baxter, Assistant Principal, Mrs. Staab, and three Kindergarten Teachers, Mrs. Heaser, Mrs. Hoelscher, and Ms. Harris, made a brief presentation and led families that attended on a tour of the building and especially the kindergarten classrooms.



Guided Reading

By Mrs. Natalie Baxter, Principal at Minooka Elementary School

Considering the complexity of the reading process, students need ongoing instruction even after they understand the essence of reading. Students must adjust their strategies as they read for different purposes or encounter new genres. They need to learn how to organize their knowledge in order to summarize or draw inferences from increasingly difficult texts. We cannot expect students to expand their reading abilities on their own, even if they are given time to read. Explicit instruction is essential for most students and will make reading more powerful for all students.

The purpose of guided reading is to meet the varying instructional needs of all the students in a class, enabling them to greatly expand their reading powers. During guided reading, students read a book specifically selected to provide a moderate amount of challenge, and we support them in tackling the necessary problem solving to overcome the difficulties they may encounter. The teacher's role is to "help students learn how to overcome these difficulties, without taking away the privilege of setting up their own dialogue with the author on the first reading of the text."

Through guided reading we can demonstrate how a reader constructs meaning from text, and goes beyond the text. We can provide specific support for readers as they delve into texts for themselves, meeting challenges by using a range of skills. The students are engrossed in reading. Because we have carefully selected a text that is just right for their developmental ability, students feel in control. Students enjoy reading because they are successful, and in the process, they learn and practice the kinds of strategies good readers use.

Guided reading is a *teaching* approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Guided reading occurs in a small group context because the small group allows for interactions among readers that benefit all of them.

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Minooka CCSD 201 Registration!

We want to thank all parents that have already registered for the coming school year and encourage parents that have not registered to do so in the coming weeks. All new and returning students must register and prove residency in order to attend Minooka 201 schools in the fall.



Technology Use and Instruction

By Mr. DJ Skogsberg, Minooka Jr. High School Principal

In the coming months, our technology department will be making rampant improvements to the network, hardware, and software capabilities compared to current technology services available to students, parents, and staff. With the completion of the new Minooka Intermediate School, Jones Elementary School, and the expansion of Minooka Elementary, this was a prime opportunity to upgrade what was years ago state of the art, but is today well behind the times. To put it into context, our network service capacity was previously analogous to a slow trickle of the data stream that you might see coming from a garden hose. With a new hard line link made between MIS and Minooka Junior High School, along with connections between the district's other schools to the main server hub at MES, this once slow paced trickle will be fast flowing – like a high pressured water line. This increased data flow will have far reaching impact and enhance

current services.

Communication has been a high level of priority between school and home. Despite efforts to improve communication flow, the district continues to search for ways to make this cycle of communication better. As an example, the district hosts multiple phone lines. With the increased data capacity, the district will now be able to not only increase the telecommunication capabilities at most district schools (each being phased in over the next few years), it will be done at a fraction of the cost. VOIP (voice over internet protocol) is the technological term used to encompass the concept of having telephone and other telecommunication capabilities through the internet. For safety reasons, each school will also maintain hard line connections through a few land line phones. These components combined will provide for the opportunity to not only reach teachers and other staff in a more timely fashion, but also will allow the district to send out mass voice communication – similar to the current text communication seen through TeacherEase.

Additionally, new software installed during the 2008-2009 school year in each school's library, Follett, will allow for students to search the card catalogues from home, renew books that are checked out, recommend books to others, and even conduct interlibrary loans. This service will also be available to teachers, allowing them to collect a series of references for students from throughout

the district and assist in synthesizing new information. Other new software being considered includes United Streaming. Sponsored by the Discovery Education Network, the internet based service “integrates seamlessly into any curriculum with 9,000 full-length videos segmented into 71,000 content-specific clips tied directly to state and national standards.” With firsthand knowledge, many of our staff have either used or been participants in workshops, or advanced coursework that have used this resource. Long gone are the days of screening through a two-hour video just to find the perfect two-minute clip. At hand you will find the perfect clip lasting only a few minutes, but significantly impacting the lesson presented. What better way to help address the ever present question of “When am I ever going to use this?” than to show students immediately just how the curriculum and its application will impact them.

Hardware enhancements also include the obtaining of Mimio bars to turn a once standard whiteboard into an interactive classroom tool. With a primary focus on engaged learning through district goals, we have continued to seek ways to draw students into a more interactive learning environment. Turning “learning into a vivid sensory experience with music, sounds, images, and animation...” Mimio “...motivate[s] students to participate and retain the material presented.”





Response to Intervention

By Mr. Sam Martin, Principal at Aux Sable Elementary School

Response to Intervention (RTI) is a process intended to shift educational resources toward the academic needs of students by delivering varied and scientifically based instruction. RTI is not a particular method or instructional approach. The success of RTI depends on the timely delivery of research-based instruction by highly qualified instructors.

A basic framework for RTI in **Minooka District 201** is as follows:

Screening

Valid screening measures (testing) predict who is, and who is not, at risk for future academic difficulty (reading, math, etc.). Children considered to be "at risk" are expected to experience difficulty responding (not keeping up) in the core curriculum as traditionally delivered in the regular general education classroom.

Teaching

Core curriculum in the regular general education class should be re-

search-based. This means that the core curriculum contains all the elements found necessary to effectively teach a subject and has a known track record of success. Such curriculum is to be delivered by "highly qualified" teachers sufficiently trained to deliver the selected instruction as intended with fidelity to design.

Intervening

Provide "at risk" children with enhanced opportunities to learn, possibly including, but not limited to, additional time exposed to the core curriculum in small groups (3-6 students), other supplementary instruction, or as a last resort special education.

Progress Monitoring

Progress monitoring tests are designed as a tool to measure specific skills that are targeted. The idea is to determine if the child receiving intervention is responding as intended. Progress monitoring occurs frequently

(every three weeks).

Adjusting Instruction

Depending on whether the child is achieving a rate of progress determined by his or her individualized goal, the manner and intensity of intervention will be adjusted. The cycle of progress-monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made.

Tier 1 (General Education)

All children start in Tier 1, which consists of a research-based core curriculum. All children are screened at this Tier to determine if they are responding appropriately to instruction **before** they experience any significant failure in comparison to their peers.

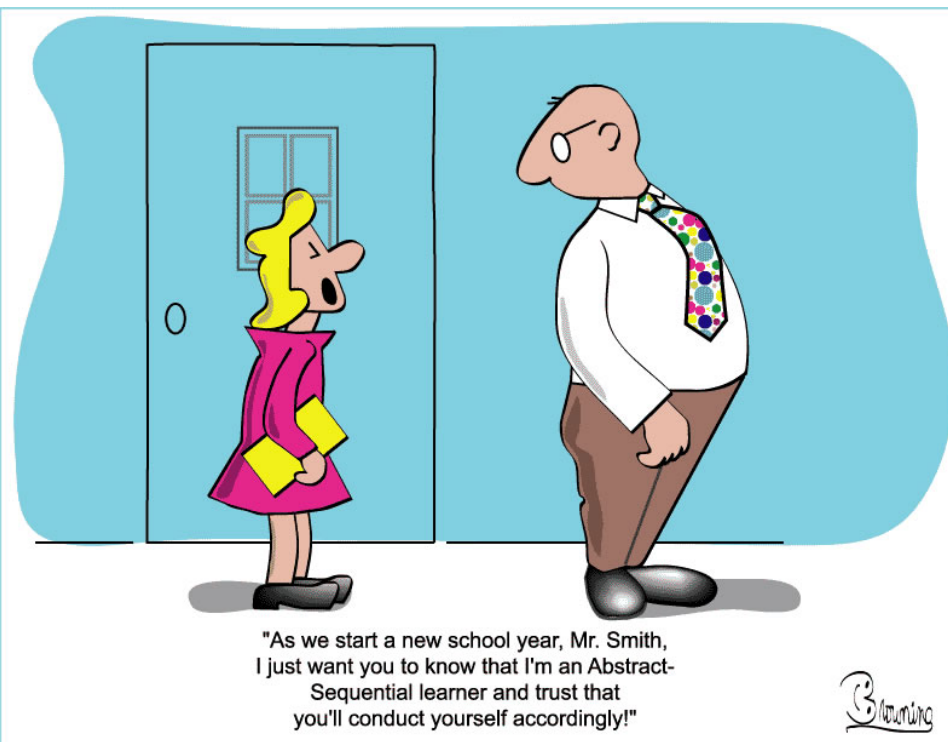
Tier 2 (Early Intervening Services)

Tier 2 consists of increasing the time and intensity of the child's exposure to research-based curriculum for children who do not appear to be responding appropriately to Tier 1 instruction (regular academic instruction). For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in context.

Tier 3 (Continued Intervention)

Tier 3 is more focused and more intense intervention with teachers working with smaller groups of students (3 or less) for longer periods of time (additional 30 minutes). In addition Tier 3 intervention strategies differ from Tier 2 and the regular classroom instruction.

The whole idea of RTI is not to supplant instruction but to augment the existing instruction with high quality, scientifically based interventions. The Response to Intervention plan at **Minooka District 201** schools was developed to benefit all children.



"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"

Browning



Data Driven Decision-Making

By Mr. Harold King, Principal at Minooka Intermediate School

Scott McLeod (2005) has said “Data-driven decision-making is a system of teaching and management practices that gets better information about students into the hands of classroom teachers”.

Data is utilized to inform instruction. Assessments are one piece of data at a specific given point in time. Multiple pieces of information are needed over time for teachers to modify instruction to meet the needs of each student.

One of the most difficult challenges for teachers and administrators is making the mental paradigm shift from existing practice, which commonly emphasizes process and delivery, to a mindset dedicated to the achievement of results. Results-driven educators assess all educational practices in light of their impacts on student learning.

At Minooka 201 to verify the less formal data developed and delivered by teachers (tests, quizzes, activities, etc.) the district utilizes the “Thinklink” assessment system in reading and math as the universal screener to establish baseline data. The Developmental Reading Assessment (DRA), ISAT, and locally developed Crite-

tion Reference Tests provide information about student learning and needs. These more formal assessments provide nationally normed results to substantiate local assessment.

These multiple data points are utilized to determine eligibility into advanced placement classes in language arts and math. The data also identifies students requiring additional help to meet local and state standards. These students are referred to our RTI program (Response to Intervention).

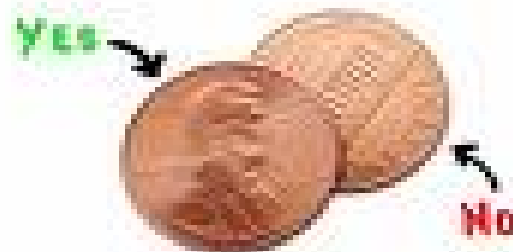
Guided reading groups are also determined by multiple data points. The DRA results in combination with Thinklink results and

informal teacher evaluation allow us to accurately place students appropriately in reading groups.

Teachers also analyze student writing in the same manner. Once needs are identified, teachers modify instruction.

Mike Schmoker (1999) has said “if educators constantly analyze what they do and adjust to get better, student learning will improve.” Teachers in Minooka 201 have many pieces of data to help inform and drive instruction and improve student learning.

EXECUTIVE DECISION MAKING SYSTEM



Minooka 201 Mission Statement:

“Our mission is to provide each child in our community with a safe, caring learning environment that addresses the educational needs and potential of each student in a manner that encourages life-long learning.”



MINOOKA SCHOOL DISTRICT #201 KINDERGARTEN AM/PM 2009-2010

Below you will find the "tentative" kindergarten AM/PM subdivisions. In general, these have not changed over the past several years. We are publishing the lists early this year in an effort to help our kindergarten parents plan. Please note that not all of our incoming kindergarten students have been enrolled. As you can imagine, this makes it difficult to plan for the coming year, as AM and PM kindergarten classes need to be balanced. Even though we do not anticipate any changes, other than adjusting the AM/PM walkers at each of our schools. Parents will be notified promptly if any changes occur.

Minooka Elementary School

<u>AM</u>	<u>PM</u>
Canal Road	Grand Ridge
Cumberland Estates	Prairie Ridge
Ninovan Lakes	Heather Ridge
Shady Oaks	Indian Ridge
Westview	Town South
	**Town North

Jones School

<u>AM</u>	<u>PM</u>
Neustonshire	Sable Ridge
Kearney Glen	**Lakewood Prairie
Country NW	
Summerfield	

Aux Sable Elementary School- (will attend Minooka Elementary)

<u>AM</u>	<u>PM</u>
Amberleigh	Country SE
Arbor Lakes	Deer Ridge
Country SW	Highlands
Dresden Acres	Hunters Crossing
Hunters West	Wedgewood Highlands
Keating Point	Westwind Estates
Lakewood East	Whispering Oaks
Mallard Apt.	Chestnut Ridge
Rt. 6	Reflections
Tabler Road	
Woods of Aux Sable	
Lakewood West	
Misty Creek	

Walnut Trails

<u>AM</u>	<u>PM</u>
Camelot	Hidden Lakes
Country NE	Kipling
Cumberland 2	**Walnut Trails
Hunt Club	
Hunters Ridge	
Minwood Glen	
Red Oaks	
River Oaks East	
River Oaks West	
Towne Center	
Vintage	
Lake Forrest	
Westminster Gardens	

****decided by principals to fill sections...all walkers**



Best Practices in Science

By Dr. Stephen Palaniuk, Assistant Superintendent for Curriculum and Instruction

Minooka School District 201 has adopted a new science series for all students in grades three through eight. Students in grades one and two will be purchasing leveled readers to supplement the science units they have developed for the students at the specific grade levels. In addition, all students in grades three through five will also be utilizing leveled readers and experiments to enhance their learning experiences in science.

In adopting the new series for students we have focused specifically on incorporating best practices for the teaching and learning of science content. In best practices, students need opportunities to explore the significance of science in their lives. If we do not show the students how science is around us every day in all situations connections to science are not as strong and students are not as motivated to participate. Effective science study must involve doing science that is, questioning and discovering, not just covering material. Science is discovering, touching, being involved in something new and different. Effective hands-on inquiry involves a series of steps that builds students' investigative skills; Questioning, Observation, Organizing Data, Explanation, Reflection, and Taking Action. Science is not passive; students must continually be asking questions and finding answers to ask more questions.

Meaningful science study will aim to develop thinking, problem solving, and attitudes of curiosity, healthy skepticism, and openness to modifying explanations. We expect all students to develop these skills as they become informed scientists. Science education should build a knowledge base focused on essential con-

cepts, rather than disconnected topics or bits of information. We have to ensure that the students get the big picture of various concepts, as information given to students in isolation does them and their learning a disservice. As such in our textbooks we are having the students explore fewer topics but more in-depth so that students are not just skimming text superficially but creating deeper meaning and understanding of major topics for maximum growth and development of science concepts. Students grow out of misconceptions and naïve theories only by actively engaging investigation. This is what we will be doing and teaching in our new science texts.

Learning science means integrating reading, writing, speaking, and math. Through science and our other content areas we intend to make science much more relevant and meaningful to the students. Our students will consider issues of application of science and technology to many other content areas which will help in develop of concepts on a much larger scale. Good science teaching involves facilitation, collaborative group work, and a limited, judicious use of information giving and creating new information from different kinds of science. And most importantly assessment of students' learning in science must promote the objectives of a good science curriculum, not undermine them.

Our new science texts assist the teachers in adhering to these best practices in all these areas to enable students to learn in their best mode of learning and focus on major concepts tied together for the maximum achievement growth of our students.

Health Requirements for the 2009-2010 School Year by Mrs. Menozi, RN Aux Sable

As I am sure all of you are aware the Illinois legislature over the past few years has changed some of the required health forms and examinations necessary for school enrollment. Below you will find the updated requirements:

PRESCHOOL

Illinois Physical
Illinois Dental Examination

KINDERGARTEN

Illinois Physical
Illinois Dental Examination
Vision Examination

SECOND

Illinois Dental Examination

FIFTH

No Physical Required

SIXTH

Illinois Physical
Illinois Dental Examination

Students will still need to meet required Hepatitis B guidelines for entrance to 5th grade

Letters will be sent home to inform families if immunizations are needed.



Congratulations to the Graduating Class of 2009!

Cassandra Abbott	Michaela Castro	Karla Glasgow Φ	Emily Jacobsen βΦ	Crystal Mendoza	Matthew Prestegaard	Carly Spirakes
Bryan Abdelsaheid	Autumn Cayten	Jacob Glendinning βΦ	Michelle Jakaitis βΦ	Teresa Meyer	Abigail Price	Rachel Stanford
Crystal Abreu	Clayton Charland βΦ	Dennis Gonzales	Danielle Jamen Φ	Peyton Meyerhoff	Andrew Pry	Alexis Stefaniak πβΦ
Sara Adam Φ	Chloe Chatman	Israel Grady	Austin Jansen	August Miksys	Josh Pullara	Alexis Steffen Φ
Jorge Aguilera	Christina Christensen βΦ	Raven Grady-Lumpkin	Kayla Jenkins	Alexandria Miller	Hannah Rains Φ	Kevin Stelmaszek
Jesus Aguirre	Marissa Ciko βΦ	Connor Graham	Scott Jolly	Francesca Miller	Cynthia Ramirez	Megan Stewart βΦ
John Ahern-IV	Ashley Clark βΦ	Cameron Grimm	Deion Jones-Gray	Robert Millhuff	Dario Ramirez	Tamarya Stone
Adaure Ajiere	Alexandra Clay	Tessa Griparis β	Perry Jones, IV	Brianna Moak	George Ramirez	Karolyn Stromdahl βΦ
Christopher Aleshire	Melissa Cortes	Kevin Groll	Catherine Jostes βΦ	Michael Moats	Rayna Ramirez	Lucas Surges
Oliver Alvarez	Christian Crandall	Megan Grygiel βΦ	Aleksandras Karaliunas	Grisel Monarrez Φ	Jordan Ramsey	Cort Swanson
Peyton Anderson	Kate Cummings βΦ	Luis Guerrero β	Hunter Keetch Φ	Kenia Montes	Mariah Randle	Adnan Tanveer
Nada Anwar	Robert Daniel	Elizabeth Guldenbecker βΦ	Elizabeth Kettman βΦ	Conor Mooney βΦ	Jake Rappelt	Aleksander Tebich
Jekzaly Arellano	Brandon Daniels	Joseph Gurnitz	Blake King	Gwendolyn Morales	Christian Reese	Taelor Thomas
Lauren Armstrong βΦ	Tyler Dause βΦ	Joseph Gutierrez	Alexandra Kingma	Brittany Morgan βΦ	Jade Reiss	Anthony Thomas, Jr.
Edgar Ascencio	Shannon Davis	Rodrigo Gutierrez	Rikki Kirsch	John Morrison	Jorie Reitenbach	Kimberly Thome
Daniel Avila	Kalib Dennin	Jorge Guzman	Malik Knack	Nathaniel Morrow	Alyssa Reitz	Andrea Thompson
Brittany Banks	Baylee Dibble βΦ	Xavier Guzman	Jacob Knarr	Liam Motsch	Itzel Reyes	Mary Thompson
Al-Bryan Barajas	Juan DiTiero	Michaley Hadden	Joseph Koenig βΦ	Margaret Mueller	Thomas Rice	Michelle Thompson
Joanna Barajas	Eric Dobry	Courtney Halaska βΦ	Andrew Kosicek	Mark Mullane Φ	Kaitlyn Richards βΦ	Theodore Tidd
Jaquelyn Barcenas	Joshua Dolecheck Φ	Rachel Hamilton	Hannah Kovel	Patrick Murphy	Mario Ritchie	Charles Tierney βΦ
Amanda Barnes βΦ	Kenyata DuBois	Philip Hannon βΦ	Melissa Kubacki βΦ	Joseph Murray	Alexandria Robinson βΦ	Geraldine Torres
Sandra Barrera	Benjamin Dunlap	Annie Harb βΦ	Aaron Ladzinski βΦ	Darrin Myers	Destany Rodriguez	William Torres
Sarah Bartak	Seth Erickson	Brandon Harding	Allyson Lakota	Dutch Nave βΦ	Karen Rodriguez	Jordan Townsend
Elaina Bartoli ΣβΦ	Mauricio Esquivel	Meaghan Harn	Rachel Lamber	Maverick Nave βΦ	Shannon Romeo	Mallory Traver βΦ
Nicholas Beeler Φ	Kaitlyn Exline	Kaitlyn Harper	Matthew Layfield	Andres Nevarez	Stephanie Romero	Faith Trivisonno
Nicholas Bell βΦ	Matthew Fals βΦ	Michelle Harrigan	James Lee	Sarah Newman	Lucia Rossi	Courtney Troyner
Sarah Bielec	Morgan Farley	Juan Harris, Jr.	Natalie Lerch	Haley Nielsen βΦ	Jesus Ruelas	Danielle Vaia
Zachary Blanchard βΦ	Zachary Feeney	Miranda Hartshorn	Meg Levis βΦ	Melissa Nosal	Daniel Ruettiger βΦ	Tanner Vaickus
Emily Blatnick Φ	Nicole Feiner βΦ	Kylee Hennessy β	Sydney Lilly	Sara Novak Φ	Michaela Ruffino	Adam Valdes
Blake Bohler	Christian Fernandez	Robert Herlihy	Robert Lohman βΦ	Rebeca Nungaray	Thomas Russell	Brandon VanHorn
Priya Bond	Brandon Fierke	Lenny Hernandez βΦ	Karina Lopez	Miguel Ocon	Brittany Rutherford	Nicholas Wachowiak
Brandon Bonner	Matthew Figura βΦ	Rachel Herzberger Φ	Danielle Love	Savannah O'Dell	Alexis Saavedra	Cetera Waldron
Justin Bonner	Michael Figura	Jillian Hetfleisch	Mercedes Lucio	Christopher Odor	Bailey Sachtleben Φ	Maalik Walker
Samantha Borgman βΦ	Beau Fink	Daniel Higgenbotham βΦ	Salena Lucio	Rosalie Olson	Gabriel Saldana	Jessina Weary Φ
Cameron Boyter βΦ	Brandon Flinn	David Hill	Trevor Machek	Michael O'Neill βΦ	Jenna Saleh βΦ	Meghan Wheeler
Michelle Brdlik	Alexandrea Flores	Lacey Hill βΦ	Rachel Mackey	Joy Ortiz	Alexandra Sallese	Kevin White
Jeffrey Breunig	Angelica Flores Φ	Charles Hiscock	Korryn Mackowiak	Gabriela Osorio	Nadia Sanchez-Tamberelli	Angela Whitfield
Melissa Broadway	Genesis Flores	Klair Holmes	Alexis Magee	Donaven Paramo Φ	Preston Scheel βΦ	Adam Wilke
Jessica Brod	Erin Forbes βΦ	Adam Holstine ΣβΦ	Naamah Mailey	Eric Pashnick	Branden Schmitt	Avery Wilkins
David Brooker βΦ	Mark Fox βΦ	Kelli Holstine ΣβΦ	Connor Maloney	Dhaval Patel	Tevin Schoolfield	Luke Williams
Sarah Brown	Reshaun Francis	Jillian Homa βΦ	Franklin Martin	Bridget Pazely βΦ	Kasey Schumacher	Jennifer Wilson βΦ
Alexis Buccini	Kaitlyn Frederick	Alec Hood	Alyssa Martino	Bryanna Pena	Violet Scoobe βΦ	Patrick Wilson
Justin Buchanan	Justin Frost	Austin Hough	Justin Maskel	Alec Pena-Rios	Kylie Seego	Katlyn Woodbury
Raven Burns	Jared Gagnon Φ	Sarah Hoy	Paige Mass	Johnny Perez	Danielle Senkerik ΣβΦ	Agnieszka Worwa Φ
Jose Cabrera	Angelica Garcia	Jamie Huff	Rachel May βΦ	Marilynn Perez	Kayla Sepe	Moises Yanez
Corina Calderon	Carly Garcia βΦ	Eric Hugenberg βΦ	Arthur McClendon, III	Joseph Petry	Matthew Shackley	Samantha Young βΦ
Caylee Caldwell	Vanessa Garcia	Jorawar Hundal	Allison McDermott βΦ	Craig Phillips	Miranda Shaffner	Stephanie Zambrano
Miguel Camacho	Kylie Gelin β	Sarah Hundt	Anthony McDonald	Justin Piccioli	Asna Siddiqui βΦ	Alejandro Zepeda
Alejandra Carbajal βΦ	Michaela Gerkitz β	Cody Hutchison βΦ	Rebecca McInerney Φ	Kevin Pinkerton	Kelsey Smith	π = Valedictorian
Nicholas Carlson βΦ	Anna Geyer βΦ	Jessica Hutchison ΣβΦ	Larissa McLemen	Linda Pokolenczuk	Robert Smith	Σ = Salutatorian
Joseph Casalino	Corey Gibbons	Lobna Hweih	Michael McNulty-Ferguson βΦ	Thomas Poorman	Tyler Sobey	β = National Jr. Beta Club Member
Allyson Caselberry βΦ	Danielle Gibson	David Hynek βΦ	Jeremiah Medder	Alexandra Porcaro	Anthony Some-Williams	Φ = Presidential Academic Excellence
Amaris Castro	Tyler Girard	Christopher Idrovo	MiKayla Melone	Matthew Powell		



Minooka CCSD 201

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E-mail: agegenheimer@min201.org

"We work best when we work together!"



**Home
of the
Indians!**

RETURNING STUDENT REGISTRATION By Mrs. Kathleen Cheshareck, Principal at Walnut Trails

Many thanks to all of the parents that have already re-enrolled their students for the coming 2009-2010 school year. For those of you that have not yet registered, the registrar's office is open Monday through Thursday from 7:00 a.m. to 5:00 p.m. for registration. To ensure prompt service, please call ahead to reserve a time to register your student(s). Additionally, starting June 8th, parents may register their students at any of the current Minooka Schools, Monday through Thursday from 7:00 a.m. to 5:00 p.m. Your prompt attention to registration will assist us with planning, staffing, and establishing the new bus routes for the coming year.

As I am sure all of our parents know our schools have been overcrowded for some time now, but relief will come in the fall of 2009. We will be opening two new schools: Jones Elementary School, 800 Barberrry Way, Joliet (grades K through 4) and the new Minooka Intermediate School, 321 W. McEvelly Rd., Minooka (grades 5 and 6). Thank you for your continued support of our students.

Minooka District 201 requires that **all new and returning students establish residency** in order to be re-enrolled for the next school year. All parents will be required to register their children in person at one of the schools or the Registrar's Office. Please understand this practice is done in an effort to protect our taxpayers. **Non-residents will need to enroll in the school district where they reside. Proof of residency will be required for all returning students annually.** Students will not be allowed to register for the next school year without providing proof of residency. **Three proofs of residency are required** from the lists below:

Category A (One proof from this category)

Home Ownership title, deed, closing papers
Tax Bill
Rental Agreement (for fall of 2009)

Category B (Two proofs from this category)

Driver's License or State I.D.
Utility Bills (water, electric, & gas)

Fees

Even though the costs of educating our students have increased substantially, the Board of Education has again frozen Minooka CCSD 201 registration fees for this upcoming school year. This is being done in an effort to acknowledge the tough economic times we are currently experiencing. The registration fees will be collected as students are registered. (Payment plans are available.) The registration fees for 2009/2010 are as follows:

Kindergarten	\$60
First, Second	\$80
Third, Fourth, Fifth	\$85
Sixth, Seventh, Eighth	\$105
PE uniforms for Sixth, Seventh, Eighth	\$13



Residents may also attend a "mass" registration event that will take place on July 29th at MJHS from noon to 8:00 p.m. **Kindergarten screening will also take place on this date.** Please contact the schools to set up an appointment for kindergarten screening. If anyone has any questions or concerns, feel free to contact your respective school or Connie Salems in the Registrar's Office at 467-6121, extension 2.