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Mrs. Catherine Wang,
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West School (3-4)

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Welcome to Glencoe School District 35!

Schools and Communication

Glencoe School District educates the whole child to...

- ...maximize creative and critical thinking skills.
- ...fully challenge and realize physical, social, and cognitive abilities.
- ...nurture unique learning styles, interests, strengths, and pace.
- ...provide a solid foundation for the next phase of education and for learning throughout life.

It is housed in three age-centered facilities: South School, grades K-2, with approximately 450 students; West School, grades 3 and 4, with approximately 300 students; and Central School, grades 5-8, housing approximately 650 students. Glencoe School District's underlying goal is to prepare students for the next step in their academic lives at New Trier Township High School. New Trier has been recognized as one of the nation's foremost high schools. Articulation among all New Trier sender school personnel is valued and encouraged.

The "window to the district" is its first-rate website at www.glencoeschools.org. The web pages are carefully maintained and kept up-to-date with school and district news. "The Board Bulletin," published in the fall and spring by the Board of Education, informs parents and community members of planning, events, and programs within the schools. Each school publishes an electronic weekly newsletter with current information. The PTO also manages its own website with pertinent information, and publishes a weekly news note entitled, "PTO Happenings."

Age-Centered Schools

In the late 1970's, the Glencoe Board of Education chose to reorganize the district from four neighborhood schools to three age-centered buildings. This decision was based on the belief that the District is best served by bringing together all students of a grade level. In addition, age-centered schools afford the best use of facilities, materials, and faculty, all of which can be focused on the particular needs of an age group. The atmosphere established in the buildings, support services provided and programmatic opportunities relate to the specific age spans.

Board of Education and Staff

District 35 has a seven member Board of Education elected by voters of the community. A Superintendent, Assistant Superintendent for Curriculum, Instruction, and Assessment, Director of Finance and Operations, Director of Pupil Services, Principal at each building, and Assistant Principal at Central, implement policy decisions of the Board of Education.

The teaching staff of approximately 135, many of whom hold advanced degrees, consists of classroom teachers and specialists in art, music, physical education, modern languages, special education, reading support, and library/computer science. A team representing the disciplines of school psychology, social work, speech and language pathology, and nursing supports the faculty.

Professional Development and Mentoring

Staff development and continuing education take place at many levels, from staff meetings, Glencoe University (the District's own professional growth program,) and Institute Days to conferences, seminars, and post-graduate work. Many of Glencoe's teachers have received grants and awards, presented papers through local, state, national and international programs and/or published through professional organizations. Formal mentoring programs are offered to new teachers and principals. As part of the programs, mentors are experienced, highly trained members of the profession who work routinely with new staff members to encourage, coach, and lead their new colleagues to successful outcomes. Each teaching team is charged with assisting the assigned mentors and new staff through daily modeling and encouragement.

Curriculum and Instruction

The District 35 curriculum is broadly based, reflecting an interest in the academic, social, emotional, artistic, and physical development of children. The curriculum is designed for understanding. Clear expectations for process and product are shared with students and families. Integrated, multi-disciplinary units enable the learning of skills and factual information relevant to student experiences.

Children build a knowledge base about topics, but also about the framing of questions. They are taught to think critically about stories, number problems, scientific discoveries, and expository text. Through active questioning, children learn to create multiple questions for understanding points of view, opinions, abstract concepts, brainstorming, breaking traditional mindsets, and the use of higher level thinking. Glencoe's curriculum is meaningful, coherent, articulated, aligned, and based on high standards.

Problem solving and decision making are encouraged through the curriculum and informal situations, such as recess or class meetings in the lower grades and integrated activities at the upper levels. Appreciation of the arts is actively encouraged through a Cultural Arts program realized in conjunction with the PTO. The Glencoe School District takes pride in offering a balanced curriculum that comes to life through the utilization of varied materials and talents.

Differentiation to Meet Students' Needs

Glencoe serves the needs of students in various appropriate ways. The Curry-Samara Model for Curriculum, Instruction, and Assessment is the framework for differentiating the curricular content, instructional strategies, and

products/outcomes. Also influential have been the presentations and training provided by Drs. Mel Levine and Edward Hallowell. Enrichment experiences within the classroom and extended programs in mathematics are offered. Through an inclusive model of special education, mainstreaming of students to the fullest extent possible addresses each child's Individualized Education Plan (IEP.) The District philosophy supports a belief that students can be served in a general educational setting to the degree it serves their special needs and allows for the natural progression of the general education program. Each school hosts a special services team and curriculum consultants to assist general educators in meeting students' complex, individual needs.

A wide array of support and resource services is available within the District. The pupil services department provides a model for service that encourages a partnership between general and special education. District 35 is one of twenty North Shore Districts, which belong to the North Suburban Special Education District (NSSD.) This affiliation allows each member district access to additional support services and programs.

Each building-based team consists of the principal, school social worker, school psychologist, speech and language therapist, reading specialist (at South and West), intervention specialist (at Central), inclusion specialist, school nurse, general and special education teachers, teacher associates, and Director of Pupil Services. The team meets weekly to determine how best to meet the individual learning needs of children. Members of the team assist in the process of developing strategies to meet a wide array of students' academic and behavioral needs. All members of the team assist in the process of gathering specific information in order to determine which type of assistance would be most effective. It is believed that using this system enables staff to be more efficient and effective with the use of time and service. Parents are an integral part of the team, and are encouraged to participate in all aspects of their child's education. Parents of students receiving special education services have certain rights, which are safeguarded by state and federal statutes.

Special Education and support services provided by District 35

- ***School Psychologists*** complete academic and psychological assessments as needed and are available for parent and staff consultation.
- ***School Social Workers*** support identified students, parents, and staff in implementing the district's social skills, drug education and character education.
- ***Speech and Language Therapists*** complete assessments and provide services for eligible students ages three through eighth grade.
- ***Learning Behavior Specialist (LBS) Teachers*** assist in planning educational strategies, assess student progress, consult with teachers and parents, plan instruction and co-teach with general education teachers, and manage and implement IEP's. Special education staff also assists in

the process of developing strategies to meet a wide array of students' academic and behavioral needs.

- **School Nurses** complete annual vision and hearing screenings and monitor medical and health issues as they relate to learning.
- **Integrated Extended Life Skills Program (ELS)** – This NSEED supported program for children with multiple impairments allows for the integration of students into general education settings. Two ELS programs run by NSEED are housed at South and Central Schools. The District Added Resource Program (ARP) is housed at West School.
- **Teacher Associates** support the kindergarten and first grade programs, provide support to students with special needs, and assist in the Library Learning Centers of each school.
- **Occupational Therapy Services (OT)**, contracted through NSEED, provide consult with staff, evaluations and provision of direct services to qualified students experiencing fine motor or sensory integration deficits.
- **Physical Therapy Services**, contracted with NSEED, provide certified Physical Therapists for consulting with staff, evaluating and providing direct services to qualified students experiencing gross motor deficits adversely affecting their ability to take advantage of educational programs.

Other programs available through NSEED and LICA include:

Orthopedic Programs, Vision and Mobility Training Services, Audiology and Hearing Impaired Services, Early Childhood Programs (ECP) and Birth to Three Programs.

Technological Resources

The development of our state-approved three-year Technology Plan has aided our schools in working toward action plans which are appropriate to student and staff needs. We have outlined optimal strategies for executing short and long term goals. Parents, teachers, and community members work together toward creative solutions to infuse and weave technology into all aspects of the Glencoe School culture. Key goals include increasing community involvement, encouraging the implementation of engaged learning, supporting enhanced professional development, and sustaining technology deployment to provide ubiquitous access to all learners. We support the best use of technology in our District, and are realistic that this is an evolving and ongoing process. It takes continued communication, individual initiatives, and cooperative efforts to make our plan a reality for students.

Throughout the grade levels, students have daily opportunities to work with technology in a variety of ways, many of which are multidisciplinary in nature. While walking through the buildings, students are seen preparing interactive slide shows, editing word processing documents, researching a topic on the World Wide Web, or making choices about options to share their work. All of these enable teachers to assess beyond the scope of paper and pencil tasks.

Desktop and laptop computers on the Macintosh platform, color printers, large screen monitors, Smartboard interactive technology, and a variety of peripheral devices such as scanners and digital cameras make up the technology tools in Glencoe School District 35. Extensive infrastructure work completed during the 1997-98 school year provides for networked buildings with dedicated Internet access in every classroom and administrative space. Our team of Library Learning Center Directors and technology support staff work closely to ensure faculty and students have appropriate learning opportunities to make responsible choices.

A TECH Lab opened at Central School in the Fall of 2003, with technological offerings in the areas of robotics, fiber optics and lasers, creating power with fluids, geothermal energy, animation, virtual reality, projected satellite communications, video production and many others. Students apply this new technology to concepts learned in their core classes. Newly renovated science classroom laboratories house new technological equipment for research, recording data, comparing measurements, and communication. Interactive Smartboards have been installed in each school Library Learning Center, three science labs at Central, and thirteen general education classrooms throughout the District. As always, solid professional development and training are key ingredients for successful implementation. We strive for a rich and diverse learning environment for all students.

Teamwork

District 35 views education as experiences best served by coordinated efforts of parents and the school staff. Parent involvement through an active PTO, Educational Foundation, volunteers in classrooms and ongoing communication with teachers and school personnel are welcomed and encouraged. Teachers in grade level and/or subject area teams work closely side-by-side in their planning, decision-making, implementation, and assessment. Together, we nurture our greatest natural resource – our children.

SOUTH SCHOOL

Kindergarten, First and Second Grades

South School is known for its warm, welcoming environment. The children walk through hallways cheerfully decorated with brightly painted murals and displays of their work. Beautifully maintained courtyards and large exterior windows provide an abundance of natural light to all classrooms. South School is located adjacent to the Everly Wildflower Sanctuary, Park District playing fields, and Watts Ice Skating Rink. Each of these areas afford learning and activity opportunities.

Schedule and Lunch

The program at South includes half-day kindergarten with morning and afternoon sessions. The morning bell for all students rings at 8:40 AM. Morning Kindergarten meets from 8:50-11:30 AM. The afternoon session meets 12:20-3:00 PM. First and second grade classes begin at 8:50 AM and end at 3:00 PM, with a 40-minute lunch/recess break. Bus service is available to District students, including kindergarten service at midday. All full day students eat at school and benefit from refrigeration of lunches brought from home. The PTO sponsors a special lunch program.

Curriculum and Instruction

Reflecting the child-centered philosophy of the District, South is concerned with the whole child – academic, social, physical, and emotional. The broad-based curriculum includes balanced literacy (word study, reading and writing), mathematics, social studies, science, music, art, Spanish, physical education, and regularly scheduled time in the Library Learning Center. Throughout the program, socialization skills and interpersonal values are emphasized with subject materials and varied experiences. Productive study skills and work habits are also encouraged and learned. Progress reports are issued four times during the school year. Using a non-graded system, these reports measure a child's progress in relation to a set of objectives in each area.

Each member of the staff creates his or her own unique approach to implementing the curricular objectives. Much care is taken each year to place children in classrooms with teachers who provide the best possible educational experiences.

WE CARE Programs

The WE CARE Program includes "Mystery Visitors" and read aloud books in kindergarten. These monthly visits and readings promote the monthly WE CARE themes: "Building a Respectful Community/Teamwork," "Making Healthy Choices," "Helping Others," "I Like Me! – Self-confidence," "Courage," "Cultural Awareness," "Responsible Behavior," "Honesty," and "Accomplishments."

First graders create their own puppet shows to fit monthly WE CARE themes. Students brainstorm ideas for characters, setting, problem, and solution. Later, students write their scripts in small groups. The scripts come to life with characterization, properties, and some practice. The final performances include grade level classmates as the enthusiastic audience. The experience itself directly connects to themes of teamwork, responsible behavior, self-confidence, courage, helping others, and setting goals.

Within Second Grade, the WE CARE program continues in conjunction with the social studies guiding theme: “How does my community change over time?” The students discuss the monthly themes during class meetings and activities. Beginning in October, the students are joined by a monthly special visitor. The visitors play important roles in the community and can share connections with the monthly themes. A monthly read aloud book connects to each learning experience.

Highlights

Through field trips, students are able to take advantage of the many resources throughout Glencoe and the greater Chicago area. In conjunction with specific units of study, students visit such places as the Wildlife Sanctuary, Heller Nature Center, Lincoln Park Zoo, Shedd Aquarium, and Centre East Theatre. The Cultural Arts Program, sponsored by the PTO, brings additional resources, such as singers, storytellers, and performance groups to the school for grade level or all-school performances. Students in grades 1 and 2 have enjoyed “Stories Alive!,” a drama workshop led by Writers’ Theatre. Many memorable events highlight the academic year, including the annual Halloween Parades, Family Math, Science, and Literacy Nights, Spring Sings, and the students’ favorite time to show all they have accomplished, the Spring Open House.

Parent involvement is welcomed and encouraged at every level of the educational process. Early in the fall, “Go-to-School Nights” afford parents opportunities to meet their child’s teachers and learn about the coming year. Parent-Teacher Conferences are held twice each year, and ongoing communication is encouraged. Many classroom newsletters inform parents of the activities taking place in the classroom, and the South School news arrives by email every Thursday. Several teachers maintain web pages for enhanced communication about classroom activities, events, and triumphs.

Support

All Glencoe schools benefit from the countless volunteer hours of dedicated parents and community members. The PTO and Educational Foundation raise funds and provide the support for many enriching activities. These include Cultural Arts, Royal Breakfast, Celebrate South, and Discovery Learning. Through the room representative program, the PTO provides volunteers for field trips, ice-skating program and special projects in the classroom. Many parents volunteer to work in the classrooms with activities such as Math Games and Writers’ Workshop, and Learning Center/technology activities.

The special efforts of a dedicated staff, the involvement of supportive parents, and the mutual respect each has for the other combine to make South School a warm and nurturing environment in which to learn and grow.



WEST SCHOOL

Third and Fourth Grades

Glencoe's intermediate school is a cheerful, friendly and child-centered environment. It is located adjacent to Park District play fields and tennis courts and near the Chicago Botanic Garden. Each of these areas enhance learning opportunities for students.

Schedule and Lunch

The West School day begins at 8:45 AM and ends at 3:15 PM, with a 45-minute lunch/recess break. Before and after school, bus service is available to District students. All students eat lunch at school and benefit from refrigeration of lunches brought from home. The PTO also sponsors a special lunch program.

Curriculum and Instruction

The integrated curriculum reflects the District focus on meeting the needs of the whole child academically, socially, physically, and emotionally. The program is developmentally based and structured to maximize each child's learning success. Developing effective study skills and work habits is integral to the program, which includes reading, math, language arts, social studies, science, music, art, Spanish, physical education, and social skills. Students come together for inter- and intra-grade activities, which include the sharing of special student projects. Each member of the West faculty creates his/her own unique approach to implementing the curricular objectives. A variety of teaching styles and techniques allow student classroom assignments to be based upon the needs of children. Much care is taken each year to place students in classrooms with teachers who will provide the best possible education. Progress reports are issued four times during the school year. The non-graded system measures a child's progress in relation to a set of objectives in each subject area and is used through the final marking period of the fourth grade.

WE CARE Program

The WE CARE Program is addressed through "Winning Ways at West." The same District monthly themes are highlighted through literature and activities. This program inspires students to observe, model and encourage positive behaviors in themselves and others. The entire school staff and parents provide motivation for the program. Students are afforded opportunities through Student Council and Lunch Room Council to work together in student generated activities that promote a positive sense of self and appreciation for the differences of others. Sponsorship is provided by the PTO.

Going Green

West School has its own composting apparatus that transforms raw garbage into rich addends for the school gardens. Headed by the principal and teacher sponsors, students promote "Wasteless Wednesdays" and many other options for becoming better world citizens. The school participated in the Cool Globes Project, winning several awards. Recycling, reusing, and taking care of the earth are important issues at West School.

Highlights

Through field trips, students are able to take advantage of the many resources throughout Glencoe and the greater Chicago area. In conjunction with specific units of study, students visit sites such as the Chicago Historical Society and Volo Bog. They participate in the Mighty Acorns project (through the Nature Conservancy), and perform Prairie stewardship by restoration projects and cutting down buckthorn at Somme Prairie. The Cultural Arts program, sponsored by the PTO, brings various performers to the school, enriching the students' educational experiences. West School has developed its own traditions such as the Halloween Parade, Third and Fourth Grade sings, Family Fitness Week, West School Chorus, Spanish Club, Around the World at West, school activity days, and "Character Play," a drama workshop led by Writers' Theatre.

Support and Communication

Parent involvement is welcome and encouraged at every level of the educational process. Early in the fall, "Go-to-School Night," provides parents an opportunity to meet their child's teachers and learn about the coming school year. Parent-Teacher Conferences are held twice yearly, and ongoing communication is encouraged. Periodic communications from the classroom teacher or school principal inform parents of classroom and all-school activities. Several teachers sponsor their own classroom websites. The West Weekly is emailed every Thursday to keep parents up-to-date on school activities. The school's web site is carefully maintained to reflect the latest announcements, activities, and highlights of West School.

All of the Glencoe schools benefit from the countless volunteer hours of dedicated parents. An active PTO and Educational Foundation raise funds and provide support for many enriching activities. These include Cultural Arts, author visits, Around the World at West, West School Chorus Club, Writers' Theatre workshops, Spanish Club, and Math and Science Explorers. Through its room representative program, the PTO provides volunteers for field trips and special programs in the classrooms. Many parents also serve as Library Learning Center assistants.

The educational experience at West is supported by a faculty committed to helping each child achieve his/her potential, a parent community that is active in its support of the schools and a student body that comes to school ready to learn and explore. Together they create a rich and exciting learning environment.



CENTRAL SCHOOL

Fifth, Sixth, Seventh, and Eighth Grades

This academic home to the District's oldest students boasts large, windowed classrooms, a comprehensive multi-media Library Learning Center, computer labs, two gyms, fitness center, two auditoriums, instrumental and choral music rooms, sunlit art room, and newly renovated science classroom laboratories. In 2003, a TECH Lab opened for expanded technological experiences. Central School reflects a developmental approach to its pre-adolescent students. Through team teaching, interdisciplinary studies and activity classes, the staff creates programs geared specifically for 10 to 14 year-olds.

Schedule and Lunches

The school day begins at 8:20 AM and ends at 3:25 PM with a 40-minute lunch/recess break. Before and after school bus service is available to students in the District. All students eat at school and benefit from refrigeration of lunches brought from home. Food can be purchased from vending machines and the PTO sponsors a special lunch program.

Curriculum and Instruction

The curriculum includes mathematics, literacy – reading, writing, word study, grammar, science, social studies, technology, music – instrumental and vocal, visual arts, modern languages – French or Spanish, and physical education. The variety of teaching styles and techniques utilized allow students to experience cooperative, individualized and teacher-directed learning. Report cards are issued four times during the school year and viewed as learning tools for students. Letter grades measure achievement of specific criteria and are supplemented by teacher comments.

WE CARE, Extracurricular and Glencoe Junior High Project

Monthly themes of the District's WE CARE Program are incorporated into the daily instruction and daily advisory period. Service learning projects have become important ways to incorporate the meanings of monthly themes. Students are encouraged to participate in many before and after school extracurricular activities sponsored by the PTO, District, or on a fee basis. They include musical groups, athletics, Math Explorers, Literary Magazine, Science Explorers, Science Olympiad, Creative Writing Club, Chess Club and many more. Central School enjoys a unique relationship with the Glencoe Junior High Project, an independent youth organization located within the school building. Sixth through eighth grade students may drop in during lunch and after school for relaxed activities and conversation with peers and professional youth workers. The Project sponsors many activities such as the annual play and Community Outreach Volunteer Experience (COVE.)

Advantages and Highlights

Through field trips, students at Central School take advantage of the many resources in the greater Chicago area. The Cultural Arts Program, sponsored by the PTO, brings various performers to the school and provides an in depth involvement by grade level.

Highlights of the Central School year include the annual picnic, Halloween festivities, musical concerts, and award assemblies. Special grade level experiences include the Inquiry Project, History Hoopla activities, Snowflake, Civil War Days, Greek plays, celebrations and more!

DISTRICT PUBLICATIONS

Most can be found at www.glencoeschools.org

Board Bulletin

The District newsletter is published by the Glencoe Board of Education and sent to all community residents.

Parent/Student Handbook

This is a summary of Board policies governing the District, published yearly.

Staff Handbook

Information pertinent to staff members is published yearly.

A Parent's Guide to the Curriculum

Updated yearly, this publication provides the curricular framework for what is taught in the Glencoe Schools.

A Practitioner's Guide to Curricular Fundamentals

Updated yearly, this collection includes more specific instructional information in each curricular subject and grade level and is available for teachers, associates, and administrators through the intranet.

The Glencoe School Directory *(published by the Glencoe PTO)*

A yearly listing of classes with pertinent information for District families is provided for a nominal fee.

Glencoe School Calendar *(published by the Glencoe PTO)*

Each school year's calendar of events and activities are included and available to members of PTO.

South School Newsletter, West Weekly, Central School News

Weekly newsletters with information about current activities and programs, published by each school office staff, are emailed to subscribers every Thursday.

School Report Card

Required by state law, this publication is updated every year and provided to the public with up-to-date District demographic information and academic comparisons to other Illinois public school systems.

A Year in Review

This yearly publication highlights yearly goals and accomplishments.

An Introduction to the Glencoe Schools

This publication provides a summary of District features for families considering a move to Glencoe, new families who want immediate information, or candidates for District staff positions who wish an overview of District 35.

Vision and Values

Providing a guide to future actions, this strategic plan is modeled on New Trier High School's Strategic Themes, and is updated yearly.

Curriculum Action Guide

This publication focuses on each curricular area and establishes the general goals upon which professional committee members concentrate efforts for the next three years. It is updated yearly.