

The Board Bulletin

A Report to the Community from the Glencoe Board of Education

Dear Community Members,

Each time I visit a classroom I am reminded that teaching and learning have changed significantly over the past half century. This issue of The Board Bulletin provides a glimpse into our classrooms and affords the reader an opportunity to view a range of the learning activities our children will recall when they reflect on their elementary years.

Planning for the future of our school district and evaluating where we have been is an on-going process. Feedback from community members is an essential tool for monitoring our progress. In addition to gathering parent and staff input, District 35 graduates are surveyed to determine their level of preparation for high school. We also value the information and perspectives provided to us by Glencoe residents who may not have day-to-day contact with our schools. This edition of The Board Bulletin contains a community survey. Please take a few moments to share your views of our schools and K-8 programs. The survey may also be completed electronically by logging onto the District 35 web page, www.glencoeschools.org.

Information from this survey will shape our decision-making, long-range planning, curriculum revision, and guide program enhancement. Thank you in advance for your time and effort in providing this valuable input.

Sincerely,

Cathlene A. Crawford

Superintendent, School District 35

Articulating *Visions and Values*

District 35 Board of Education members, teachers, and administrators have created a five-year strategic plan titled ***Vision and Values***. Closely aligned to strategic plans laid down by New Trier High School and the Illinois State Board of Education, ***Visions and Values*** was written to:

- identify principles of learning and teaching that meet students' needs.
- guide future actions that sustain quality programs over time.
- create a document with the flexibility to ensure continuous quality improvement.

There are five strategic themes:

- Enabling a **climate of exploration** to foster students' aspirations, talents, and interests across the elementary school years in order to set meaningful goals.
- Encouraging students to lead a **healthy, balanced life** by educating the whole child and addressing intellectual, social, and emotional needs of all learners.
- Establishing **connections among experiences** by linking academic, personal, social, and other life experiences and emphasizing logic, depth, breadth, significance, and clarity.
- Identifying, communicating, modeling, and reinforcing standards of **ethical conduct and responsible global citizenship**.
- Retaining **financial strength and stability** in the school district, allowing for a solid educational future.

We are working together to prioritize, communicate, and promote activities consistent with these themes.

In January, Central School art students made banners for students of Lusher School in New Orleans, welcoming them back on their first day of school after Hurricane Katrina.



Board Highlights November 2005 - February 2006

November 2005

Business Manager Ron Chilcote reviewed updated **long-term financial projections** through the 2010-2011 fiscal year, including the following:

- A revenue increase of 3.5% per year, including new growth and an average CPI (consumer product index) of 2.5%.
- Application of comparable rates of increase in salary and benefits for the four years beyond the 2008 expiration of the current agreement.
- An annual increase of 5% for purchased services and supplies and 10% for special-education tuition and related costs.
- A reduction of the contingency fund to a .5% level.
- A projection that District 35 would close the 2008-09 fiscal year with a reserve of slightly less than 5 months and the 2010-2011 fiscal year with a three-month reserve. (The auditor recommends maintaining a 3 - 6 month reserve level.)

December 2005

- Reviewed an operating cost-per-pupil comparison between District 35 and other area elementary school districts. District 35 is sixth among 11 neighboring districts, with costs reported as \$12,936 per pupil. (The range was \$15,791 to \$9,349.) Among the six New Trier Township elementary school districts sending students to New Trier High School, District 35 ranks fourth.

February 2006

- Voted to increase fees for bus service by 4% for the 2006-07 school year to reflect increased costs of the program.
- Voted to adopt 2006-07 student registration fees of \$100 per student at West and Central schools (no increase) and \$125 per student at South School, an increase of \$15 over 2005-06 fees. (The differential reflects a portion of costs associated with the transportation program at South School. It is the first fee increase in six years.)
- Voted to set 2006-07 athletic participation fees at \$380 for basketball (\$370 in 2005-06), \$225 for volleyball (\$220 in 2005-06), and \$210 for soccer (\$205 in 2005-06).
- Voted to adopt 2006-2007 Central School art/intramural fees of \$200 for participation in one program and \$300 for participation in both (no change from 2005-06).

Board of Education Meetings

- **Monday, March 13**
- **Monday, April 10**
- **Monday, May 8**
- **Monday, June 12**

Meetings begin at 7:30 p.m. in the Young Auditorium of Central School.

District 35 Retirees

Five District 35 staff members – with a total of more than 70 years of service in Glencoe – have recently retired or will be retiring during the coming year. They include:

- **Ron Chilcote**, Business Manager: 18.5 years at time of retirement (December 2006)
- **Carol Erickson**, Teacher Associate in Central School's Library Learning Center, 16 years (June 2006)
- **Bill Hesketh**, Head Custodian at South School, 17 years at time of retirement (December 2005)
- **Loretta Jelinek**, Curriculum and Instruction secretary, three years (June 2006)
- **Roz Reynolds**, 1st grade teacher, 17 years (June 2006).

Calling All Old Cell Phones

Have an old cell phone (or two or three) stashed away around the house? District 35 is collecting old cell phones to recycle with the Motorola corporation. Each cell phone can be exchanged for \$3, and money earned will be used to purchase math and science materials for the district.

Collection boxes can be found in each school office and the Board of Education office in Central School. Collection will continue through June 1, 2006.



Glencoe School District 35 Mission



To provide each child with a strong educational foundation for life-long learning as a socially responsible member of a global society by dedicating resources toward development of the whole child within a secure school environment.

Learning That Crosses Grades and Curricula

*I hear and I forget,
I see and remember,
I do and I understand.*

– ancient Chinese proverb



Consistent with our Visions and Values, opportunities for Glencoe students to work with others come in a variety of ways. This year, Central School sixth graders in Lynda Rosenson's science class traveled to South School to prepare learning stations for second graders on the scientific properties of air and water. The sixth graders' study of climatic changes began in second grade, and the older students were able to demonstrate what they have learned by conducting experiments that included second grade participation. Together, the students cooperated to take learning to a new level of understanding.



At Central School, science and art students are working together to rejuvenate the attractive courtyard garden. Science students planted flowers and ground-cover and are recording growth rates. Art students are creating the murals, the wall sculpture and the ceramic bird feeders and bird houses in the garden "Our intentions are to transform this space into a beautiful garden to be used for drawing, science classes and even a



Magritte's "Golconde"

space that teachers can bring their students for quiet reading on a nice day," says art teacher Heather Bauer.

Fifth grade students in Technology

and Art activity classes are working on a joint Magritte Project, named after the famous painting, "Golconde," by Belgian surrealist René Magritte. Students choose Web images from the Library of Congress's American Memory collections for their background and "raining" images. Art students in Mrs. Bauer's class trace and color the background image while technology students in Mrs. Dalleska's class duplicate and manipulate the raining image and learn to properly cite primary source material from the Library of Congress. Art and technology students apply their raining images to the background together.

SUMMER EXPLORATIONS

Summer Explorations, District 35's popular summer school program, will be in session this year from **Monday, June 12, to Friday, July 7**. Stimulating new courses will be offered along with perennial favorites. See the District 35 Web site for more information. Online registration begins the first week of March.

Glencoe Students: Engaged Learners, Problem-Solvers, Explorers

District 35 students at all grade levels are involved this school year in **engaged learning activities** that require creative and critical thinking as they study multi-disciplinary subjects. "In engaged learning activities, students are collaborative problem-solvers," says Dr. Jay Howe, Assistant Superintendent for Curriculum and Instruction. "They act as explorers interacting and discovering concepts and applying skills."

The tasks – examples of which are shown on these pages – involve action, discussion, and planning the next step in thinking through issues as they emerge. Teachers are facilitators and guides, acting as co-learners and co-investigators. They open doors for discovery and encourage meaningful exchanges among small groups and between study partners.

"Often children are directed to reflect deeply upon their discoveries," says Dr. Howe. "Teachers ask, 'Where is your evidence for making that decision?' and 'Where do we go from here and why?'"



Kindergarten students and their teachers pack a lot of activity and learning into a half-day program. They learn skills in core subject areas such as literacy, math, science, and social studies, learn routines, and attend a variety of activity classes.

First graders demonstrate their knowledge of Johnny Appleseed by reenacting the story.



Second grade students learn about the life cycle by observing mealworms and completing activities such as making predictions, documenting changes over time, and conducting fair testing to answer the question: "What do mealworms eat?"



While sketching sunflowers in art class, South School second graders use magnifying glasses to closely study the flowers' petals and seeds.



The third grade study of Illinois history is brought to life by skits co-written and directed by Glencoe's Writers' Theater.

Fourth graders build circuits and test materials to determine which are conductors and which are insulators.



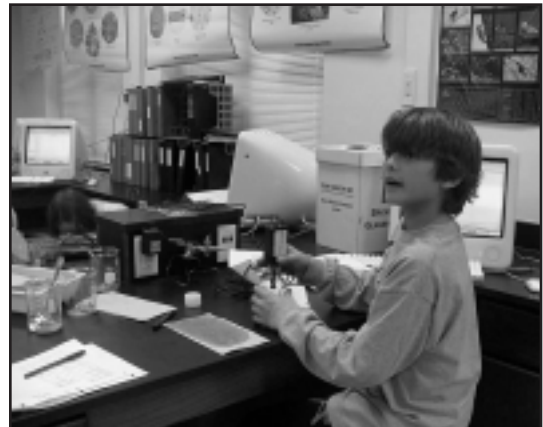


The universe in West School gym: Fourth grade students reinforce their knowledge of the solar system through dance.

Fifth grade students use a combination of clay, imagination, and facts to make an island model that addresses the following unit questions: How can physical features be both barriers and avenues to settlement (geography)? How did geography influence the people of Colonial America (history)? How did wants and needs lead to trade and movement (economics)? How can individuals or groups solve a problem in their community (political science)? What were some of the cultural differences in the colonies (social science)?



Field Museum educators bring the museum to Central School's Young Auditorium, where sixth graders study ancient civilizations.



Seventh grade students discover how temperature affects cellular respiration through a series of experiments involving the stating of a hypothesis, collecting and recording data, analyzing information, and formulating a conclusion.



Sixth graders use their imagination to discover and describe cave paintings.

Up, up and away: Eighth grade science students design, construct, and launch hot air balloons.



Give credit to Socrates: Skills in persuasion, group interactions, and selection of factual information are developed through Socratic discussion among eighth graders.

Showing WE CARE Through Advisory and Service Learning

In addition to District 35's ongoing WE CARE program, several Central School advisories – as well as the Service Club and Student Council – have been active supporting various service projects.

“Project Backpack”

In Chelsea Alsberg's seventh grade advisory, students have been active with two drives, one aiding children in foster care and another supporting American soldiers in Iraq and Afghanistan. They chose to adopt the “**Project Backpack**” concept of filling backpacks with practical items for people in need, to aid children placed in foster care by the Illinois Department of Children and Family Services. The seventh graders collected ten backpacks filled with items such as pajamas, toothbrushes, combs, journals school supplies, books, and stuffed animals.

A child advocacy lawyer working with the advisory subsequently handed out the backpacks to children abruptly taken from bad home situations. The attorney told students that one pack was given to a 13-year-old girl (the same age as the seventh graders) who was removed from her home on the night of her birthday.

“Chain of Remembrance”

When that project was completed last December, the advisory decided to create a “**chain of remembrance**” honoring those who serve in Iraq and Afghanistan. Together with Kirsten Branstrom's advisory, they created a link for each fallen soldier. “Our intention is to honor those who have fallen and to have a visual reminder of those (military and civilian) whose lives are at risk in Iraq and Afghanistan every day,” said Ms. Alsberg. “This is not meant as a political statement in support or against U.S. war efforts, but an acknowledgement of the sacrifices of those involved.”



Members of the **Service Club**, funded by the Glencoe Educational Foundation and open to all Central School students, volunteer their time and efforts to provide support for individuals, organizations, and communities in need of assistance. The club advisor, Central School Social Worker Jason Glassman, organized a monetary

collection for Hurricane Katrina victims, took part in a toiletry supply collection, sold Mardi Gras beads with the proceeds going to help rebuild the city of New Orleans, and together with the Student council engineered a gift card drive for children associated with ChildServ, a program helping vulnerable families in Cook, Lake, and DuPage counties. More than \$800 in gift cards were donated. Before the holidays, club members also spent a Friday evening at ChildServ choosing and wrapping gifts for children involved with the agency.

All together, District 35 students and families joined to support fundraising drives for the American Red Cross and Lake Cook Helping Hands. More than \$11,000 was collected for the American Red Cross, with the P.T.O. adding a total of \$3,000 in matching donations. Students contributed from lemonade sales, allowances, and their own gift monies. A generous amount of food and household supplies were also donated and collected by volunteers from Lake Cook Helping Hands.

WE CARE at South

On the WE CARE front, South School first graders are turning their monthly WE CARE

themes into puppet shows performed for their classmates. Each month a different first grade class takes responsibility for developing

the skits and performing them for the entire grade level. In October, for example, Roslyn Reynold's class performed several skits on the theme of “Healthy Choices.” The skits involved the obvious example of eating healthy foods in the lunchroom, as well as examples of helping others and using the theme of “Stop, Think and Make a Good Choice” when faced with a tough decision. All the children took turns sharing their skits and using different puppets.

The PTO kindly donated the funds for the puppet set.



Glencoe students and staff sent “welcome back” greetings to students at Lusher School in New Orleans, the second school in the city to reopen after Hurricane Katrina. In January, community member Robin Lavin delivered to Lusher students a video produced by the Central School Video Production classes and banners made by Central School art students. A partnership is envisioned between District 35 and Lusher schools. See photo on page 1.

Educators Commit to Life-Long Learning

Throughout each school year, Glencoe teachers and administrators are encouraged to continue their learning. The Staff Development committee, comprised of staff representatives, helps plan each year's professional offerings, bringing in outside experts and District 35 professionals to host a variety of classes, workshops, and in-service trainings. Presented on this page is a sampling of these activities.



The annual CPR training program for staff has been expanded to include the use of automated external defibrillators (AED), which are now available in each school building.



Dr. Sai Nimmagadda helped teachers understand typical childhood allergies that warrant their attention.

Meeting Specific Learning Needs

Meeting the needs of all children regardless of their abilities or experiences can be accomplished through differentiation of the curriculum, instruction, and/or assessment. District 35 teachers formally share their favorite strategies with one another.

Support for Staff

A mentoring program for supporting new staff members has been an important method for keeping excellent teachers in the District. Mentors must be formally trained in order to guide new teachers through their first year in Glencoe. Two-day orientation programs for new staff offer technology instruction and time to work with assigned mentor teachers.



Lesson Study
Lesson study groups observe one another's teaching and closely examine instructional methods. One of the District's first groups includes kindergarten through fifth grade Spanish teachers.



Basic Training

In literacy, new guidelines for the ISAT (Illinois Standard Achievement Test) extended response to reading are shared. Mathematics training for extended answers help teachers guide students' understanding and ability to explain their own problem-solving methods. Science units have been revised to meet new ISAT expectations, and the very latest materials have been secured to each grade level's explorations.

Other staff development activities include:

- "Facing History and Ourselves" workshops, where materials integrated into the District's social studies curriculum are shared.
- Dr. Mel Levine's "Schools Attuned" training.
- Training for general and special educators who work with students on the autistic spectrum, provided by For Autistic Kids, North Suburban Special Education District, and the Glencoe Educational Foundation.
- Teacher Institute Days designed to meet the needs of professional staff.
- Glencoe University, which has grown to include professional development in all academic areas, special education, communication, technology, and assessment.

2006-2007 School Year Calendar

Calendar Highlights March - June 2006

March 27 - 31	Spring Break (no school)
April 14	Good Friday (no school)
April 16	Teacher Institute Day (no school)
May 29	Memorial Day (no school)
June 6	Eighth Grade Graduation
June 8	Last Day of School for kindergartners
June 9	Last Day of School for grades 1 - 7
June 12	Summer School begins
July 7	Summer School ends

August	28	Monday	First day of student attendance (1/2 day)
September	4	Monday	Labor Day (no school)
	5	Tuesday	First day of kindergarten attendance
October	2	Monday	Yom Kippur (no school)
	9	Monday	Columbus Day (no school)
November	21	Tuesday	Parent/Teacher conferences (no school for students)
	22-24	Wed.-Fri.	Thanksgiving break (no school)
December	22	Friday	Winter Break begins
January	8	Monday	School resumes after winter break
	15	Monday	Martin Luther King Jr. Day (no school)
	26	Friday	Teacher Institute Day (no school)
February	16	Friday	Parent/Teacher conferences (no school for students)
	19	Monday	Presidents' Day (no school)
March	26	Monday	Spring Break begins
April	2	Monday	School resumes after Spring Break
	6	Friday	Good Friday (no school)
	20	Friday	Teacher Institute Day (no school)
May	28	Monday	Memorial Day (no school)
June	5	Tuesday	8th Grade Graduation
	7	Thursday	Last day for kindergarten
	8	Friday	School term ends for grades 1 - 7
	11	Monday	Summer School begins
July	4	Wednesday	Independence Day (no school)
	6	Friday	Summer School ends



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GLENCOE, IL 60022**