

COMMUNITY REVIEW COMMITTEE  
Wilmette Public Schools  
Wilmette, IL 60091

May 25, 1988

Mr. Edward B. Mehlman, President  
Board of Education  
Wilmette Public Schools  
Wilmette, IL 60091

Dear Mr. Mehlman:

On Thursday evening, May 19, the CRC subcommittees presented their reports to the entire committee. Minor additions, deletions or corrections were made, resulting in the documents herein.

The Local District Program Plan Subcommittee had more interest than evidenced in recent years. The necessary demographic insertions were made, and significant interest was shown in the "Philosophy of Education" segment resulting in a change of tone. Considerable effort throughout the plan was made to differentiate between "students" and "children". The relationship between love of learning, positive self-image, and development of critical thinking skills was stressed. The creation of an environment that supports this is integral to this philosophy.

The Advising and Counseling Subcommittee feels that the child in WJHS needs a considerable amount of constant structure. Their findings indicate that academic needs are being addressed, but a stronger focus on the social and emotional needs of the child may be desirable. The subcommittee recommends that seven goals be considered. Foremost of these is to provide a relationship with a "caring adult", similar to the New Trier advisor model. Upon examination of neighboring districts' approaches to these needs, they found the common perception that the junior high aged child needs to have a "significant other" adult in his/her life besides parents. The school advisor may well fill this role. The schools are able to be in touch with each child's non-academic as well as academic well being. Each school also feels that communication with parents has improved. The subcommittee finishes its report by recommending five programs that could be implemented immediately.

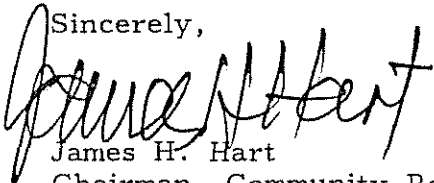
The Revenue Subcommittee ended up taking a position supporting the concept of a referendum seeking additional tax based funds for District 39. Our findings were based on the most current financial projections available. We will have exhausted our financial reserves, if we continue to spend at current levels, by the 1990-91 school year, creating a deficit situation. We do not feel that spending is particularly excessive. The portion of expenditures allocated to teachers' salaries and benefits has grown to the point that our reserves will be depleted. We feel that costs should be cut where they can. We feel that other revenue methods, such as creation of foundations, should be examined. The reality of the situation is that the rate of increase will be greater than what could be reasonably cut. We have included data illustrating our relative position in the group of feeder districts into New Trier. The declining amount of state aid is shown as it relates to percentage of education fund expenditures. The subcommittee was provided a considerable amount of information about the "how to's" of managing and planning a successful referendum by interested individuals from Glenview's District 34.

The Resource Center subcommittee was formed too late in the session to formulate a quantitative report. The subcommittee wants to consider the following issues for study next year:

- A. Adequacy of the physical organization of each resource center.
- B. Adequacy of staffing.
- C. Appropriateness of the instructional programs.
- D. Maintenance of resource center collections.
- E. Efficacy of automating the resource centers and the IMC.

I wish to express to the Board my grateful appreciation for your involvement and support. The assistance and cooperation from Dr. Gussner, Dr. Mikaelian, Chuck Wertschnig, and the wonderful Kathy Owen are not taken lightly. Their consideration was exemplary.

Sincerely,

A handwritten signature in dark ink, appearing to read "James H. Hart". The signature is fluid and cursive, with the first name "James" being more prominent than the last name "Hart".

James H. Hart

Chairman, Community Review Committee

JHH/wk

COMMUNITY REVIEW COMMITTEE - 1987/88

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Sandra Gelber, McKenzie School  
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Nancy Faris - WEA

PRINCIPAL REPRESENTATIVE

Paul Nilsen, Principal - Central School

CENTRAL OFFICE ADMINISTRATOR

Dr. William P. Gussner, Superintendent of Schools



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Allison Condit  
Helene Ellis  
Rodney Leverentz  
Marilyn Sherman

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Susan Eaton  
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Paul Nilsen  
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**LOCAL DISTRICT PROGRAM PLAN  
WILMETTE PUBLIC SCHOOLS  
District 39 - Cook County  
Wilmette, IL 60091**

Approved by the Board of Education

December 17, 1973

Revised July 27, 1981

Revised May 1, 1982

Revised June 1, 1983

Revised June 25, 1984

Revised June 17, 1985

Revised May 22, 1986

Revised June 15, 1987

Major Revision June 27, 1988

Review Subcommittee for Local Program Plan

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**LOCAL DISTRICT PROGRAM PLAN  
WILMETTE PUBLIC SCHOOLS  
District 39, Cook County  
Wilmette, IL 60091**

**PART I - THE WILMETTE EDUCATION PROGRAM**

**Introduction**

Quality education and a search for excellence are continuing goals of District 39, Wilmette. Educational aspirations of the community are high. **The educational program is viewed as the sum total of all that a child experiences in daily life at school.** The school system seeks to meet these needs as outlined in this Program Plan.

**Socio-Economic Factors** - District 39's student enrollment includes approximately 91% who live in Wilmette and 9% in Glenview. The District consists primarily of single-family residences. The population of Wilmette is primarily upper middle class with a median family income above \$37,000. The school population has steadily declined from a peak in 1967 of 4,900 to a 1987 enrollment of 2,418. **Demographers indicate that the drop has stabilized. Projections show a range of between 2,400 and 2,600 students will enter the 1990s.** The financial support of the schools, to a large degree, comes from real estate taxes. The total operational budget for 1987/88 was \$13,959,977. The estimated per-student expenditure for the 1986/87 school year was \$5,279. Approximately 70% of this budget is allocated to the salaries of all staff. Teachers' salaries and benefits account for 80% of the Educational Fund expenditures, included in the operational budget. The average class size at the elementary level is 21; at the junior high level, it is 25. In recent years, increasing numbers of children of foreign-speaking parents have moved to the community. Approximately 36% of New Trier High School's population consists of students who have attended Wilmette District 39 schools. Historically, 85% to 92% of New Trier High School graduates have attended college. These socio-economic factors contribute to the continuing search for excellence.

**Community Involvement** - District 39 has a long history of community involvement in the development of its educational program. Over the years, special committees studying school district problems have been established. In response to a 1973 state mandate for more citizen involvement, a Community Review Committee (CRC) was established representing Parent/Teacher Associations, teachers, administration and citizens-at-large. CRC continues today as an advisory group to the Board of Education.

All of the members of the Board of Education have been nominated by the School Caucus. Since its beginning in 1951, this organization has attempted to be representative of the community. The members of the current Caucus, while remaining outside the partisan political structure, represent many organizations within the community reflecting a cross-section of values and attitudes of citizens.

**Philosophy of Education** - District 39 is dedicated to quality public education both for its schools in general and for each child individually. To achieve our goal of creating responsible and capable adults, we must build a foundation based upon the love of learning, a positive self-image and the development of critical thinking skills. To this end, we will create an environment in which each child can become an independent, resourceful and creative learner.

True education is not a product but a life-long process. When children who leave this system incorporate a positive self-image and the love of learning with the

skills necessary to learn, they will be able to meet the challenges of further formal education and, more importantly, life as a contributing member of society.

Teaching Staff/Professional Development - The teacher is the key to quality education. Hiring, developing and evaluating a highly professional staff are essential to the program.

Professional development of the staff is promoted through **evaluation plans**, school goals and individual goals. These are realized through inservice activities facilitated and coordinated through the Educational Services Center. The District's **Staff Development Committee** cooperates with a number of universities and colleges in providing a setting for on-going teacher training.

Organizational Patterns - The basic educational pattern at the K-5 elementary school is a self-contained classroom of children of the same grade level. However, many sections in grades 3-5 are taught by teams of teachers. The 6-7-8 junior high school pattern is based on grade level teams of teachers working with children on basic academic subjects. **In the 6th grade there are five homeroom teams of two teachers each, while in the 7th and 8th grades there are two teams of five teachers each that teach the required skills of reading, language arts, mathematics, science and social studies.**

Curriculum Planning - Curriculum development is a continuous process involving the total professional staff. Teacher committees have developed curriculum outlines for mathematics, science, social studies, language arts, reading and micro-computer instruction delineating "Scope and Sequence of Skills and Content" in these areas. Other curriculum guides prepared by teacher committees include art, **vocal** music, instrumental music and physical education.

The District encourages the use of curriculum and methodology which best facilitates the realization and enhancement of each individual child's capabilities, interests and strengths. Teachers are encouraged to use District curricula creatively in order to meet the needs of their particular students. Teachers and students must work together in order for meaningful learning to take place. The goal of the educational process is to be focused on the educational needs of each student, as opposed to a teacher-directed process.

Pupil Services - The District employs psychologists, school nurses, speech and language therapists, learning disability teachers, social workers, counselors, and teachers for special education classrooms to meet the unique academic, social and emotional needs of children as well as to fulfill the requirements of mandated state and federal programs. In addition, District 39 is a member of the Northern Suburban Special Education District (NSSD). For children requiring more intense special programming and services, the District belongs to the Low Incidence Cooperative Agreement (LICA).

Special Programs - The District has applied for and received state and federal monies to finance four special programs: the Chapter I Early Intervention and Reading Program at McKenzie School, providing additional help for primary children having reading problems; the Bilingual Program which assists children who need instruction in English as a second language; the Reading Improvement Program for grades K-6 supported by State Reform funds for the first time in school year 1985/86; and the Extended Enrichment Program offering extended educational opportunities to gifted students, grades 3-8.

Library/Learning Resource Center - The District has developed and equipped each of the school libraries as a learning resource center. Every school has a library/resource center which is administered by professional staff members. The

instructional program teaches library and research skills beginning at kindergarten and continuing through the junior high program.

Volunteer Pool - The Wilmette Volunteer Pool provides a great number and variety of resource personnel to assist teachers, to provide enrichment for individual students and classroom programs, and to fill tutorial and clerical positions. The Volunteer Pool and the District coordinate and cooperate in the training of teacher aides and volunteer reading and mathematics tutors.

## PART II - GOALS

### Statement of General Goals for District 39 Schools

These educational and operational objectives shall serve as basic criteria for deliberations and actions of the Board of Education, District 39, Wilmette, IL.

- I. To provide children in the District with a high quality education:
  - A. By nurturing in them a lifelong desire for the joy of learning, and providing them with the skills for a lifetime of learning.
  - B. By providing a comprehensive curriculum in both academic and life enriching subjects, to be creatively implemented and adopted by teaching professionals.
  - C. By instructing them in necessary learning techniques and skills.
  - D. By encouraging them to apply their skills and mental abilities toward constructive living.
  - E. By developing in them desirable qualities of citizenship, respect and responsibility as these qualities relate to the family, the school, the community, the state, the nation and the world.
  - F. By working toward greater individualization of, and participation in, the learning process for and by each child.
  - G. By employing as effectively as possible those educational materials and those administrative, curricular and teaching techniques that best serve the needs of each child.
  - H. By identifying and contributing to the development of each student's self-awareness of their own individual potentials and maximizing the use of those potentials.
  - I. By fostering a learning environment which allows every child to be the focus of the learning process and to contribute to the educational process.
- II. To provide specialized and supportive services to every child in need of them.
- III. To provide the children in the District with a highly competent staff by employing, developing, supporting and retaining highly qualified teachers, administrators and specialized personnel.
- IV. To provide children in the District with the appropriate environment for learning, including buildings, equipment, instructional materials, and supplementary curriculum resources.

We believe these are goals which must be accomplished within the framework of responsible fiscal operation and the resources available to the District.

From: Objectives of the Instructional Program, Board Policy 6120.2.

Student Goals - The following student goals are established in the academic and related studies areas. These goals describe in general terms the long-range desired knowledge, skills and attitudes of students in District 39 and are also

concerned with the growth and development of the social, emotional and physical aspects of **the education of the whole child**. In all areas emphasis shall be given to the development of a thinking, communicating individual who possesses the critical judgment to make decisions. The student should acquire effective study habits and the ability to work independently, **valuing learning for its own sake**.

Language Arts - The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking and listening.

A student in the language arts program shall work toward:

1. Reading, comprehending, **interpreting and evaluating** written material.
2. Developing the skills of written communication: organization of material; appropriate language; and standard grammar, punctuation, spelling and usage.
3. Reading, with understanding and appreciation, significant literature representative of all cultures, **genres and ideas**.
4. Developing the skills of narrative and descriptive writing.
5. Expressing ideas clearly and correctly in both informal discussion and formal speeches.
6. Listening critically and analytically.
7. Understanding how and why language functions and evolves.
8. Enjoying aesthetic literary experiences and the pleasures of reading.

Social Studies - Social studies provides children with an understanding of themselves and of society, prepares them for citizenship in a democracy, and gives them the basics for understanding the complexities of the world community. Study of the humanities, of which social studies are a part, is necessary in order to preserve the values of human dignity, justice, and representative processes. Social studies include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

A student in the social studies program shall work toward:

1. Knowing and understanding our heritage and traditions as embodied in American history and government.
2. Appreciating our democratic way of life.
3. Understanding and respecting the similarities and differences in the way people live throughout the world.
4. Realizing that we live in a world where understanding and respect are necessary for survival.
5. Using critical thinking effectively to discuss and evaluate issues.
6. Understanding differences between fact and opinion.
7. Developing judgment in evaluating sources.
8. Becoming responsible, functioning community members as well as responsible individuals with personal rights.
9. **Understanding and practicing the forms of local community government including the Village, Park District, Library and schools.**
10. Demonstrating a knowledge of world geography with emphasis on that of the United States and Illinois.

Science - Science is the quest for objective truth. It provides a conceptual framework for the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop scientifically literate students who recognize that science is not value-free and are capable of making ethical judgements regarding science and social issues. Education for

physical development and health provides children with the knowledge and attitudes to achieve healthful living throughout their lives. Students are taught to understand that technological growth is an outcome of the scientific enterprise.

A student in the science program shall work toward:

1. Understanding and interpreting natural phenomena through the acquisition of scientific knowledge.
2. Discovering, understanding and interpreting our environment, our relationship to it and its impact upon us and developing an awareness of technological progress.
3. Understanding and using the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and work in contemporary technological society.
4. Understanding and exploring the principles of scientific research and their application in simple research projects.
5. Understanding and employing the processes, techniques, methods, equipment and available technology of science.
6. Understanding the problems caused by substance abuse and the benefits and importance of a personal health program.
7. Understanding consumer health and safety, including environmental and emotional health.
8. Understanding the techniques of self protection.

Mathematics - Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business, and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures and shapes. It enables children to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems.

A student in the mathematics program shall work towards:

1. Understanding the mathematical concepts of number systems and of quantitative relationships of time and space.
2. Developing computational skills.
3. Understanding and using methods of data collection and analysis, including tables, charts, and comparisons.
4. Using mathematical skills to estimate, approximate, and predict outcomes and to judge reasonableness of results.
5. Developing practical mathematical skills including problem solving as they apply to every day living and theoretical concepts.

Foreign Language - Foreign language study gives children a broadened understanding of the world community while preparing them for communication with individuals from several specific world communities.

A student in a foreign language program shall work toward:

1. Developing basic skills in reading, writing, speaking, and understanding the foreign language.
2. Developing an understanding of people who speak other languages: their culture and history.

Fine Arts - The fine arts give children the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history, and nature. The study of fine arts includes visual art, music, theatre and dance.

A student in the fine arts program shall work toward:

1. Describing the unique characteristics of each of the arts.
2. Understanding the principal sensory, formal, technical, and expressive qualities of each of the arts.
3. Identifying significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.
4. Identifying processes and tools required to produce visual art, music, theatre and dance.
5. Demonstrating the basic skills necessary to participate in the creation and/or performance of one of the arts.
6. Finding personal pleasure in creative artistic activity in the fine and related arts.
7. Developing an awareness of and an appreciation for people's creative needs, aspirations, and accomplishments.

Physical Education - Effective human functioning depends upon optimum physical development and health. Children will acquire physical fitness, coordination and leisure skills.

A student in the physical education program shall work toward:

1. Developing an awareness of one's physical being as it relates to mental, emotional and social well-being.
2. Developing the basic physical skills necessary to participate in sports and recreational activities.
3. Developing those qualities essential for teamwork, leadership and sportsmanship.
4. Participating in daily physical activities and sports commensurate with individual development and skill and in balance with the total educational program.
5. Developing the skills necessary for life-long participation in activities maintaining good health and fitness.

Keyboarding/Computer - Keyboarding replaces the traditional typing courses for students. The same skills are required; keyboarding combines typing skills with microcomputer skills.

A student in the keyboarding/computer program shall work towards:

1. Becoming literate in the language and operation of microcomputers.
2. Developing proficiency in the use of **keyboarding skills**.
3. Developing fundamental programming skills.
4. Using computer software for computer-assisted instructional purposes.
5. Developing skills necessary to accomplish **computing** and typing tasks related to school and personal needs.
6. Developing **word processing** and **database skills** to be used to meet school and personal needs.

Related Studies - The current related studies choices in the school district's junior high school program are:

Advanced Art	Communication Arts	Extended Enrichment
Advanced Ceramics	& the Media	Foreign Languages
Advanced Drama	Creative Dramatics	-French -Latin
Beginning Ceramics	Drawing & Graphics	-Spanish
Boys' Chorus	Data Dabbling	Girls' Chorus
Graphics	Music II	School Paper
In Basic	Music Comp.	Keyboarding I

Interpretation:  
A Way with Words  
Intro. to Drafting  
Kits & Crafts  
Microcomputer Lab  
Music I  
Word Processing

Painting  
Photo Lab  
Piano Lab  
Plastics & Art  
Project Designs  
Puzzlers  
Logo Ventures

Keyboarding II  
Woodworking/Hand  
Tool Operation  
Woodworking/Power  
Operation  
Wood Sculpture  
Metals

Related Arts Survey, Grade 6:

Fine Arts  
Keyboarding  
Microcomputer

Music  
Practical Arts

Speech Arts/Drama  
Life Skills

Library/Resource Center - The development of library skills is a necessary asset for children. Research skills are developed gradually and sustained through continued practice.

A student in the library/resource center program shall work toward:

1. Developing library skills.
2. Becoming familiar with a variety of school library experiences supported by a wide collection of printed and non-printed materials.
3. Developing positive attitudes toward reading, resources, communication media, microcomputers, and methods of research.
4. Taking advantage of opportunities for independent study enrichment and/or remedial activities.

Student Goals Evaluation - Achievement of the general student goals shall be evaluated by various criteria, including but not necessarily limited to:

1. The use of standardized achievement tests for determining individual and District performance.
2. The use of diagnostic tests to determine each child's strengths and weaknesses.
3. Teacher-made tests to assess the attainment of classroom objectives.
4. The implementation of a teacher survey on a regularly scheduled basis to identify any child who is experiencing academic, social or emotional difficulties which interfere with learning.
5. Continuing appraisal and review of student goals by the professional staff, administration, and community regarding:
  - a. The effectiveness of the academic program.
  - b. The child's growth in cultural and social adjustment.
6. Review of a student's placement and academic performance throughout their first year of junior high school to assess quality of preparation from elementary school.
7. Review of high school students' records to evaluate the progress of District 39 students as a whole and individually.

Pupil Services Goals - Pupil Services are for all students, teachers and parents in the school district. The staff of the Department of Pupil Services is concerned with those children who are experiencing the usual problems of development and with those whose problems require a more intensive and specialized type of education. The Pupil Services staff has a significant role in 1) creating a climate which has a positive influence on the child's development and which minimizes the likelihood of serious problems, and 2) identifying children with potential problems so that they can receive early attention. When children do have problems which require a specialized, individualized service not generally provided within the

classroom setting, the staff is a major resource to all school personnel and to others who are concerned with the children and their difficulties.

The following Pupil Services goals are established to provide a comprehensive, balanced and ongoing program for all children. The program goals reflect compliance with mandated state and federal special education requirements.

The program shall:

1. Identify, as early as possible from the total population of the District, any child with special needs.
2. Provide specialized and/or supportive services to facilitate progress and development of children with special needs. The services include the following:
  - Child Development Program
  - Developmental Screening (3-5 year olds)
  - Health Services
  - Psychological Services
  - Social Work
  - Speech/Language Services
  - Specialized Instructional Services
  - ...Learning Disabilities
  - ...Home/Hospital Instruction
3. Provide education for:
  - Visually impaired and blind**
  - Hard of hearing and deaf
  - Trainable and educable mentally handicapped
  - Multi-handicapped
  - Physically handicapped
  - Behavior disordered
  - Severe and profoundly mentally handicapped**
  - Learning disabled**

### System Goals

1974 - These goals reflect the system priority goals developed by the Community Review Committee, the teaching staff, administrators, and the Board of Education and were established as a five-year plan for the District. The needs assessment was accomplished originally through a series of meetings throughout the community conducted by members of the Community Review Committee during 1974. The committee used this information to arrive at group consensus. Teaching and administrative staff established priority needs through a series of meetings. Finally, the Board of Education used all of the recommendations to arrive at the System Goals restated as part of this Program Plan.

### District Governance Policy and Practices

- I. Maintain and improve the written policies and administrative procedures.
- II. Keep the community and professional staff aware of School Board actions, goals and decisions. Encourage the submission of ideas for policy consideration.
- III. Improve communication among Board, administration, staff, and community in order to promote greater understanding of mutual concerns.
- IV. Maintain a citizens' group which will review the implementation of the Program Plan.
- V. Continue to develop cooperative programs with other governmental agencies in areas of mutual concern and interest.



### District Administrative Structure and Practices

- I. Improve coordination between grade levels, disciplines, and buildings in the District.
- II. Improve coordination between the local district, New Trier High School, Northern Suburban Special Education District (NSSED), and neighboring school districts.

### Rights and Responsibilities of Individuals

- I. Maintain and improve the District's programs, policies and administrative procedures as they relate to the rights and responsibilities of parents, students and staff.

### The Instructional Program

- I. Maintain class sizes necessary to foster a proper classroom environment conducive to learning and growth.
- II. Maintain and improve the academic, non-academic and elective offerings.
- III. Review and evaluate the instructional program at all grade levels with the purpose of providing modifications to strengthen any areas **needing improvement.**
- IV. Review the curriculum to ensure that state requirements and local expectations are being met.
- V. Maintain and improve the learning/resource center effectiveness.
- VI. Maintain and improve the program for children **whose educational needs are not being met in the regular classroom environment.**
- VII. Provide relevant expertise to improve programs.

### Support Services

- I. Maintain and improve all Pupil Services programs as needed.
- II. Maintain a building program that will allow for needed repairs and improvements.
- III. Develop a plan for capital development and improvement of school sites.

### Staff Development and Inservice Training

- I. Maintain and improve the existing inservice and staff development programs.
- II. Continue to involve appropriate school staffs in teacher employment practices.

1987/88 - In the fall of 1983, the members of the Board of Education began to review annually the Local District Program Plan for the Wilmette Public Schools. Attached is a copy of the Board of Education's goals which resulted from the annual Board review. Official acceptance of the goals contained in the attached copy along with action plans and time tables was accomplished at the November 23, 1987 regular meeting of the Board of Education.



WILMETTE PUBLIC SCHOOLS  
Wilmette, IL

BOARD OF EDUCATION GOALS - 1987/88

INTRODUCTION

The need for an annual procedure to set long and short-term goals for District 39 has been an area of focus for the Board of Education since the fall of 1983. That need grew out of several concerns which included: a) allowing the Board to provide direction for the Administration with Board priorities clearly designated; b) formalizing a procedure for better understanding and evaluating District programs; and c) developing a clear statement of goals for the Board and the Superintendent which could be used annually to evaluate the performance of both.

For the October Committee of the Whole meeting, each Board Member was asked to prepare a personal set of goals in each of the major topic areas: Goals for Continuation, New Goals and Short-Term Goals.

At the Board's October 5th Committee of the Whole meeting, the list of goals identified by individual members of the Board were prioritized. The following goals were reviewed at the October 26th and November 9th regular meetings and formally accepted by the Board of Education at the regular Board Meeting held on November 23, 1987.

GOALS

- I. To continue evaluation and revision of curriculum, including the consideration of appropriate funding. This review should include integration across curricular areas and grade levels.

Evidence of Completion: The Board of Education will continue to support the Curriculum Review Committees in their endeavors to review and revise the District curriculum. In addition, the Board will consider funding to implement recommendations which are approved by the Board. The Board encourages each Curriculum Review Committee to study ways in which the different curricular areas can complement one another, and to accurately communicate the skills that are to be mastered at each grade level.

- II. To monitor the progress of implementation of the three year junior high program.

Evidence of Completion: The Board of Education will continue to review progress reports made by the evaluation team headed by Dr. J. Howard Johnston of the University of Cincinnati. In addition, the Board will consider implementing the recommendations cited in each progress report.

- III. To maintain financial responsibility by engaging in effective long term financial planning with respect to such matters as searching for alternative funds.

Evidence of Completion: The Board will review three-year financial projections at its Committee of the Whole meeting in January and will begin deliberations on the 1988/89 budget in February. The Board will consider recommendations from the Community Review Committee's subcommittee studying long-range financial planning.

- IV. To maintain a high level of confidence in the Board of Education within the community, and improve the effectiveness of communication with the community and staff.

Evidence of Completion: The Board of Education will work with the Executive Board of the WEA to cooperatively implement suggestions for improved communication, as developed through the October Communications Workshop. The Board will also review, with the Communications Facilitator, its present publications and consider additional publications and media presentations which will better highlight the accomplishments of the District.

- V. To work with the Superintendent in establishing, where appropriate, Board input into a District five-year plan which could include revising the District philosophy and student outcome statements.

Evidence of Completion: The Board of Education will review carefully the philosophy statement of the Board and the outcomes statement related to each area of the curriculum. The Board will also review a long-range plan developed by the Administration for presentation to the Board in the spring of 1988.

- VI. To monitor results of the new teacher evaluation process.

Evidence of Completion: The Board of Education will continue to monitor the pilot program which is bringing the District's evaluation procedure for certificated personnel in line with recent legislation. The Board will hear a report regarding the evaluation pilot at the end of the school term.

- VII. To continue the review of the District's Policy Manual.

Evidence of Completion: The Board of Education will continue to review policies in a systematic manner throughout the Board year.

### SHORT-TERM GOALS

- I. To reach a new multi-year collective bargaining agreement by June 1, 1988.
- II. To find a means of expanding the role of TAB as a forum for the discussion of common interests and constructive resolution of issues.

**WILMETTE PUBLIC SCHOOLS**  
**Wilmette, IL 60091**

**COMMUNITY REVIEW COMMITTEE**

**REVENUE SUBCOMMITTEE REPORT**

**Committee Members:**

Sandra Gelber  
James Hart  
Kimberly McOmber  
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**WILMETTE PUBLIC SCHOOLS**  
**Wilmette, IL 60091**

**COMMUNITY REVIEW COMMITTEE**  
**REVENUE SUBCOMMITTEE REPORT**

**I. OUR POSITION**

By the 1990/91 school year, District 39 will have exhausted the current monetary surplus, creating a financial deficit. Given the options of significant reductions in facilities utilization, programs, and staff, we take a position in support of additional tax-based support for District 39, requiring a referendum.

Despite bleak financial projections, our committee urges the District 39 School Board to continue to give priority to the needs of our current student population. We must provide the funding necessary to maintain the highest level of academic achievement in every classroom in our district. We must ensure excellence today while working to secure funds for tomorrow.

**II. RATIONALE**

Our primary concern in deciding whether or not to support a referendum was maximizing (within reasonable limits) the educational benefits to the current and future school age population of District 39. While realization of this goal is most important to that portion of our community which has or will have children in the system, the superiority of our schools should also be of utmost concern to the community-at-large when one considers the vital importance of the quality of education available in boosting/maintaining property values and in attracting new residents to our community.

In short, our support for a referendum is based on: 1) the desire to provide the best education for our children; 2) the perceived desirability for all District 39 residents for maintaining our status as a "lighthouse" district, and 3) the desire to maintain and increase the value of our homes.

While we cannot assume a one-to-one correlation between dollars spent and the quality of the educational product, we must assume that the greater the available funds, the greater flexibility the administration has in meeting the needs of its students and the better the quality of education. We know that without additional tax levies we cannot go on spending even at our current levels. We recognize that District 39 is currently operating at a substantial deficit and will soon have exhausted its reserves. We recognize also that, even if it was possible to cut back our expenses to the extent necessary to balance out budget, the quality of the educational product would not be acceptable to our community.

To demonstrate the "reasonableness" of not merely maintaining, but increasing our expenditures (and thus our tax rate), Table 1 provides the amount spent per pupil by each of the elementary school districts that feed into New Trier High School:

**TABLE 1\***

37 - Wilmette/Avoca	6277.03
38 - Kenilworth	5796.51
35 - Glencoe	5744.49
36 - Winnetka	5732.77
29 - Sunset Ridge	4973.87
39 - Wilmette	4468.64

\*1986 expenditures, which are the most recent state-approved figures available.



It should be noted that if one were to rank these same districts by the maximum tax rate for their Ed Funds, the order would be quite different, since the dollars generated at a given tax rate are dependent upon the property wealth of the district (EAV). That is, districts with greater wealth can tax at a lower rate to generate the same amount of dollars.

Over the last 10 years, our EAV has, in fact, increased at approximately the same rate as our expenditures (90% and 89% respectively), and thus we have been able to maintain a fairly constant tax rate. However, if we look at the change in state aid our district has received over the same period (-73%), the need for an increased tax rate becomes clear.

TABLE II

<u>YEAR</u>	<u>EAV</u>	<u>EDUCATION FUND EXPENDITURES</u>	<u>EDUCATION FUND TAX RATE*</u>	<u>GENERAL STATE AID</u>
1987	309,790,840	10,303,943	2.4150	430,471
1986	301,549,583	9,006,699	2.4120	490,343
1985	309,668,632	8,349,109	2.2491	436,446
1984	257,002,210	7,673,254	2.4150	500,082
1983	263,011,169	7,743,988	2.2035	539,450
1982	250,376,180	7,122,048	2.4150	1,122,631
1981	231,457,174	6,422,193	2.0862	1,236,916
1980	158,675,222	5,974,479	1.9344	1,541,534
1979	166,624,190	5,745,248	2.4150	713,007
1978	163,956,278	5,453,820	2.4150	1,611,025

\*2.4150 is the maximum rate allowed without referendum.

Again, as a means of justifying the district's costs, we attempted to look at our expenditures over the past 10 years in constant dollars. Actual expenditures were deflated by the CPI (Consumer Price Index) for educational expenses. The results (Table III) indicate that our real expenditures have actually declined over the past decade. That is, our expenditures have not kept pace with inflation in the area of education.

TABLE III

	<u>EDUCATION FUND EXPENDITURES</u>	<u>CPI EDUCATIONAL EXPENSES (Base=1978)</u>	<u>ACTUAL EXPENDITURES (CONSTANT \$)</u>
1987	10,303,943	233	4,422,293
1986	9,006,699	216	4,169,768
1985	8,349,109	200	4,174,555
1984	7,673,254	185	4,147,704
1983	7,743,988	169	4,582,241
1982	7,122,048	152	4,685,557
1981	6,422,193	134	4,792,681
1980	5,974,479	119	5,020,571
1979	5,745,248	108	5,319,674
1978	5,453,820	100	5,453,820

In conclusion, we feel that a referendum to increase the tax rate for our Education Fund is necessary to maintain the standards of our district and reasonable in light of tax base and spending history.



### III. GLENVIEW'S EXPERIENCE

A meeting in January with Dr. William J. Attea, superintendent of schools of District 34, Glenview, was beneficial to our subcommittee. District 34 was successful in its referendum effort last November. Dr. Attea provided us with a large amount of information and materials. Many of their experiences are reflected herein.

A successful referendum requires a focus on the parents involved. They are the most interested parties, with the most at stake. Their efforts and talents will determine whether a referendum passes or not. Benefits and/or possible reductions must be made completely clear to the parents in the community. It is this group that must be mobilized.

Glenview created a "Referendum Coordinating Council" (RCC). The RCC conducted individual school-based campaigns, paying attention to the different community characteristics. They held training workshops to familiarize their workers with the issues that would have to be dealt with. An important workshop was a finance session that acquainted individuals with the "nuts and bolts" that pertain to the homeowners' tax bills.

In Glenview's case, the RCC was comprised of individuals from what would be comparable to our Village-Wide PTA. Each school community was represented. The RCC was funded by the separate school PTAs. The money was needed primarily to fund printing and mailings. Glenview used less than \$1,000. Donated time, material and labor cannot be accounted for.

The RCC should create a theme. It needs to be upbeat and positive, emphasizing maintenance and perpetuation of what is good and desirable, without elaborating on potential cuts. The workers need to know the effect that cuts would have, and they need to know where the losses would be, but that information should be introduced in discussions with interested parties in a secondary manner. It should not be the focus of conversations.

There are several groups that would seem logical to involve in a referendum effort. The timing of their involvement should be considered, e.g., newspapers could have a damaging effect if not utilized correctly. They could be provided with information too soon, resulting in an inflammatory situation. The following groups are listed in no particular order:

PTAs	Newspapers
Senior Citizens (specific)	Chamber of Commerce
Realtors	Parochial Parents
Teachers	Private Schools
Students	Library Board
Support Staff	Park Board
Village Board (watch timing)	League of Women Voters
Nursery Schools	

Pre-school and nursery school parents are an excellent source of support. They are keenly interested. Show them what might not be there when their children come into the system. They will probably not be interested in having their children exposed to less than those who preceded them.

The RCC needs to know from each school group what the voting tendencies within that community will be. All parent voters need to be identified as to their position - pro, con, or undecided. They must make absolutely certain that all "pros" vote. Have people at each polling place keeping track of who has voted and who

has not, but who has said they were in favor of the referendum. Over 600 "pro" votes were cast between 4:00 p.m. and 7:00 p.m. in Glenview, which was over 25% of the total "pro" votes cast in the election. The Glenview vote was approximately 2200 - 1500. Ignore the "cons". Do not stir them up. Provide as much good, positive information as possible to the undecided voter.

The Glenview plan entailed the identification and education of a core group that directed their efforts in their individual school communities. Each of these workers were responsible for keeping track of 20-25 families. In making their pitch to the undecided voter, they emphasized keeping the quality. They posed the question, "Do we keep what we have, or start cutting?"

The RCC conducted finance workshops for their workers, making the worker comfortable and knowledgeable with the concepts related to the dollars and cents. They took a sample tax bill as close to average as possible as a tool to show exactly how much the individual impact would be. Another important illustration was to show the disparity between total tax dollar increases and the percentage of increase or decrease in home values. Realtors should be very helpful when making this case.

Timing factors are important. At this time, it appears that the November election before the next quadrennial reassessment is the best time. This would be November, 1989. Avoid any conflict with any other potential referendum issues such as the impending downtown Wilmette "refurbishing", since it would dilute the "pro" vote and increase overall turnout. The same can be said for national and state-wide elections.

In the opinion of the subcommittee, the school board should begin to address the formation of Wilmette's own RCC. The composition of it can easily be filled by the wealth of talent and ability within our Village.

#### IV. RECOMMENDATIONS

Our findings are based on the most current financial projections available. Charles Wertschnig has been able to keep us up-to-date as uncertain situations gradually become clearer. When the Board asked Mr. Wertschnig to plug in different percentages in the "pro formas", he supplied us with that information. It is clear to us that at the current trend, we will have exhausted our financial reserves by the 1990-91 school year, creating a deficit situation. The portion of expenditures allocated to teachers' salaries and benefits will continue to grow to the point that our reserves will be completely depleted.

We feel that other revenue methods, such as the creation of foundations, should be examined. We have become familiar with the foundation that exists for the Kenilworth school system. It is not funded at any significant level, but its mere existence is intriguing. The reality of the situation is the rate of money growth will be less than the amount of money required to run our schools at present levels.

In conclusion, the Revenue Subcommittee of the Community Review Committee recommends:

1. Securing fiscal stability in District 39 via a referendum in order to increase the tax rate for the Education Fund;
2. Establishing a community-based network, similar to Glenview's RCC, whose mission is to organize, educate and support voters in the passage of a referendum, and;
3. Employing any/all existing funds in order to maintain excellence throughout District 39 schools.

**WILMETTE PUBLIC SCHOOLS**  
**Wilmette, IL 60091**

**COMMUNITY REVIEW COMMITTEE**

**ADVISING AND COUNSELING SUBCOMMITTEE REPORT**

**Committee Members:**

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**WILMETTE PUBLIC SCHOOLS**  
**Wilmette, IL 60091**

June, 1988

**ADVISING AND COUNSELING SUBCOMMITTEE REPORT**

The CRC Advising and Counseling Subcommittee has investigated the guidance needs of the middle-school aged child and considered how these needs are presently met by the homeroom system at Wilmette Junior High School (WJHS). The committee also examined the need for an advisory system.

**Developmental Needs of the Middle-School Aged Child**

Dr. Claire Cole, in Guidance and the Middle School says, "Middle school students are constantly changing as they pass from late childhood into early adolescence through a time aptly called transescence." The transescent may be less interested in school work and more interested in social relationships. As a result, the child at this age needs a considerable amount of consistent structure. The peer group is a strong influence on the daily decisions of the transescent. Therefore, school work may not necessarily be a priority.

The junior high school student is unsure of what rules to follow and what roles to choose. The level of academic achievement may drop if students do not receive guidance as they develop their value system. Because self-image is very important, many students do not want to ask for the required help in completing academic tasks. Students need a great deal of guidance and a group with which to identify. At this stage, there is a transition from reliance on parents to reliance on peers. Preadolescent Development by H. Thornburg (1974), cites the six developmental tasks for the transescent as follows: 1) developing and organizing knowledge and concepts necessary for everyday functioning; 2) accepting increasing changes in one's physique; 3) learning new social sex roles; 4) developing friendships with peers; 5) becoming an independent person, and 6) developing elementary moral concepts and values.

In addition to the developmental stresses for this age group, students experience environmental pressures. In District 39 the emphasis that students and families place on high academic achievement can create stress. In the First Annual Report: Wilmette Junior High School Study, J. Howard Johnston says in regard to the social/emotional climate of the student, "Further, the pressure to achieve is increased on all students, because the pressure comes not only from home and school, but from the peer group as well. Such pressure has the potential for being dangerous to adolescent adjustment."

Our committee strongly applauds the current effort of the group that is developing a mission statement related to WJHS. We hope that they, too, will consider the broad needs of this age group.

**How Well WJHS Meets the Needs of the Middle-School Aged Child**

There are many components to the total Wilmette Junior High School guidance program. Excellent programs are in place or are being developed, and dedicated people are involved in helping our students through the mental, physical and emotional changes of the middle years.

In the 6th grade there are five homeroom teams of two teachers each, while in the 7th and 8th grades there are two teams of five teachers each. These homerooms follow teaching assignments; in 6th grade the two-person teams teach all of the academic subjects and in grades 7 and 8, where students move to subject classrooms, the homeroom teacher will also have the students in a class. Homeroom, a

ten-minute daily meeting, provides the time for attendance taking, scheduling, registration, report cards, parent communication, paperwork and Student Council activities (fund-raising, student projects, elections, etc.).

Team teachers meet informally once a week to exchange information and ideas about curriculum, homework, test-taking, schedules, etc. It is here that much discussion about individual students takes place and that suggestions are made for referrals to the satellite team: associate principal, school counselor, nurse, school social workers, learning disabilities teachers, speech/language teacher or the District psychologists. At the weekly satellite team meetings, diagnostic test results, test data and other information may be exchanged. Problems spotted by classroom teachers or other personnel are discussed and remediation may be suggested. A written summary of each meeting is provided for the principal.

As the need arises, student responsibility sessions are held; these are a form of small group or large group counseling sessions to discuss rules, standards and expectations for school behavior. Target groups may be a team, a grade level, all-school, etc., as is appropriate.

School social workers meet with similar groups plus parent groups to discuss such topics as underachievers, loss or separation of parents, stress or peer relationships. In this role, social workers become teachers as well as counselors. When they are available, student interns from HAVEN join the staff, serving as liaison between students and professional staff.

Several programs are in place as guidance tools; a brief summary follows:

A six-week Skills for Adolescence program is now part of 6th grade related studies. Three faculty members are trained in the use of this InTouch Program and are enthusiastic about the positive results. Topics include peer pressure, how to "Say NO" in different situations, how to express your feelings to others, how to react in social settings, how to deal with peers in general, and opening lines of communication between parent and child.

For the 7th and 8th grades, WJHS conducts a Positive Youth Development Week dealing with decision making, getting along with peers, and related topics. The Quest teachers (social workers) emphasize good feelings about one's self and an ability to cope with stress.

Pointing to the need for our committee to consider additional advising and counseling is the Community Review Committee Junior High Report of June 1, 1987. It notes:

"Responses to questions about advisement and counseling suggest that among the staff members who responded to the survey: a) a majority feel that the junior high students need more advice and counsel (on social and personal, if not academic matters) than do other age groups; b) about half feel the students at WJHS are getting about the same amount of advice as they need - although a sizeable proportion (about 40%) feel they need more; c) about half feel there is not adequate opportunity for formal or informal advice during school - although a sizeable portion (nearly 40%) feel the opportunities are adequate; d) most feel comfortable or very comfortable about giving advice and counsel - especially about academic progress; e) most see the exploration of various life skills as important or very important for junior high students; f) at least half reported being interested or very interested in conducting sessions on life skills; g) all the listed resources were seen as important or very important (especially inservice) in order to carry out an advisement program on life skills; and h) among those writing comments, some disapproved of an advisement program or changes in current practices, while a greater number approved (e.g., through an expanded



homeroom), although there is no apparent consensus on how formal the program should be."

Dr. Johnston, who has also studied the program, has reported, "Teachers are responsive to student requests for counseling, but may not follow up those conversations with an additional contact."

#### Goals that Remain to be Addressed at WJHS

In addition to junior high staff and consultants, parents too have called attention to the need for a stronger focus on the social and emotional needs of the junior high student. In the literature about the middle school-aged child, the following areas emerge as important ways that a junior high school can help students to develop as self-confident, well-adjusted individuals:

##### A. PROVIDING A RELATIONSHIP WITH A CARING ADULT.

According to many experts in education and guidance, middle school-aged children need to have a relationship with a caring adult at school. Middle school principal John Delaney calls this adult a "surrogate parent". For preadolescents, "significant other relationships" are very important, state Sherrel Bergmann of the National College of Education, and Jeanne Baxter, former principal at Central School in Glencoe, who advocate that junior high school students have a person to function as their "best adult school friend." A caring adviser "is available to help students through difficult times and to share successes," note Bergmann and Baxter in the NASSP Bulletin. "The adviser helps personalize the learning experience for the student."

As young people approach adolescence, they begin to seek independence from their parents, and they ally themselves more closely with peers. At a time when the parents' influence is weakening at home, the influence of a mature adult at school is crucial.

This caring adult can also act as a student advocate in cases, for example, where a student has problems in a certain class or in cases where a student's needs are not being met by the system.

All good teachers recognize that the personal development of their students is one of their priorities. Robert Shockley and Richard Schumacher of the University of Wisconsin-Platteville, along with Denis Smith, director of middle school curriculum for the Putnam County Schools, write in the NASSP Bulletin, "While the teaching of knowledge is an important component of the middle grades program, the preadolescent student must have a comprehensive instructional program that reflects opportunities for personal development as well...It must be recognized that affective education is an important component for the education program, and is everybody's responsibility."

With the addition of the sixth graders to Wilmette Junior High School, the needs of the students become increasingly complex. The increased diversity of the student body alone necessitates some rethinking of the issue of how to help students adjust to the new environment. In 1985 when the decision was made to relocate sixth graders to the junior high school, many parents opposed it because of a concern about hurrying children into a high school-like atmosphere. If each student had a close relationship with a caring adult, many of the worries of both parents and students would abate.

## B. A SENSE OF GROUP BELONGING.

Some junior high students belong to a cohesive group, but others are adrift socially, with friendships from elementary school in flux and new relationships not yet established. At this age, when young people derive self-esteem from belonging to a group, the junior high school can help students to feel part of a peer group.

John Delaney, principal of W. S. Parker Middle School in Reading, MA, explains that a homeroom-based guidance program in his school develops an "atmosphere in which students are made to feel part of the homeroom group." Preadolescents and early adolescents need an opportunity to make friends. Tyra Manning, director of instruction and program evaluation at Highland Park School District 108, emphasizes the importance of allowing students opportunities to participate as members of a group. In her district's advisory groups, where students work together toward a common goal, they "automatically fit in," says Dr. Manning.

## C. A HOME BASE AT SCHOOL.

In the elementary school, each student has a home base in the classroom with one teacher. In the junior high school, however, where students move from class to class, they can feel transient and isolated. The junior high school needs to respond with a home base for activities that happened naturally in the elementary school classroom, such as celebrating birthdays and holidays, developing school and community pride, and working on service projects.

## D. LIAISON WITH PARENTS.

Some parents have expressed the view that there is no designated person at the junior high school with whom they can discuss concerns about their child. In elementary school, children have a classroom teacher who is responsible for their well-being and responsive to their parents' concerns. In the departmentalized world of the junior high, however, many parents would like to be able to touch base with an adult who knows their child well and is aware of how the child is functioning academically, socially and emotionally.

Classroom teachers see a child in only one setting, and the guidance staff cannot be expected to know each of over 700 students. Parents need a key person to contact. The resulting improved communication between the school and the home can help to prevent problems or to treat minor problems before they become major.

## E. AID IN TRANSITION FROM ELEMENTARY SCHOOL TO JUNIOR HIGH, AND FROM JUNIOR HIGH TO HIGH SCHOOL.

As psychologists, counselors and educators note, the transition to junior high school and then to high school is a difficult adjustment that occurs at a tumultuous time in a young person's development. According to Dr. Manning, an advisory program in a junior high school can help students in their transition from elementary school to junior high school and to high school in the following ways: helping in the transition from seeing a few teachers per day to seeing several teachers per day; aiding students through the transition to a more complex environment; aiding students in the acceptance of peers from various feeder schools; and aiding students in handling the new opportunities for participation in sports, clubs, plays, etc.



## F. COMMUNICATION AMONG STAFF MEMBERS ABOUT STUDENTS.

If teachers are aware of students' strengths, weaknesses and backgrounds, both students and teachers can benefit. Teachers need information not only about students with special problems but also about average, well-behaved children. Only a staff member who knows a child well can provide pertinent information.

## G. GROUP GUIDANCE.

At the junior high school, students need group guidance on a variety of subjects, including the following: orientation to the school, information about activities, explanation of school rules, examination of peer relationships, development of study skills, and decision-making. While most of these topics are currently handled in courses or in "responsibility sessions," a non-academic, informal group may be a more effective setting for presenting this information. In an informal group setting, where students feel more comfortable about asking questions and discussing issues, they are likely to learn more. "Many transescents share the same concerns and can benefit from the discussion of such concerns in the warm, permissive atmosphere of a group led by an understanding adult who is aware of the feelings of the students and knowledgeable of the decision-making process," explain Bergmann and Baxter.

## H. INDIVIDUAL GUIDANCE.

The research on the middle school-aged child reports many difficulties, challenges and adjustments required of children during the junior high years. Many students need assistance with individual problems, both academic and personal. These problems may not be major enough to warrant consultation with a social worker. A student should have a trusted teacher to turn to for advice about a problem, however minor it may seem. Most teachers help their students with problems, decision-making and self-esteem, but a formal program can give teachers the time and training they need to help their students best.

### How Neighboring Districts Meet These Needs

As part of our research into advisory systems, we contacted the other feeder schools to New Trier. With the exception of two very small schools, Marie Murphy and Sears, we found that they all have some form of an advisory system in place. Following are summaries of what we learned about each of those advisory systems.

GLENCOE: CENTRAL SCHOOL - Contact: Thomas Amos, 7th & 8th grade principal.

GRADE LEVELS AND SIZE: 7th & 8th (100 students per grade)

HOW LONG IN PLACE: About 10 years.

REASON FOR IMPLEMENTING: Felt need to work on values education.

STRUCTURE: Advisories of 12-14 students meet daily from 8:30 - 9:00 a.m.

CONTENT: Self-esteem, decision-making, peer and adult relationships, substance abuse, etc.

BENEFITS: Students are assured of learning community values and standards. Teachers and administration feel a responsibility for making the school environment psychologically safe for the child. The teacher knows the total child and is the liaison with home. The school provides another adult that the child can talk to comfortably and look to for guidance and who the child knows cares about him beyond the academic classroom setting.

Glencoe's 6th grade advisory takes on a slightly different format. The time for the advisory to meet is scheduled by the teacher and meets a minimum of three times per week.

NORTHFIELD - SUNSET RIDGE: Contact: John Ratajczak, School Counselor.

GRADE LEVELS AND SIZE: 7th (39 students), 8th (44 students)

HOW LONG IN PLACE: About five years in present form.

REASON FOR IMPLEMENTING: Wanted to improve students' comfort level at school.

STRUCTURE: Two advisories per grade level meet for one full period once per week (10:40 - 11:30).

CONTENT: Study skills instruction, decision-making, time management, etc.

BENEFITS: Parent contact can be monitored through the advisor, and the child has a safe forum for expressing himself about school and other aspects of his life.

The same Skills for Adolescence course as District 39's is also being taught in the 6th grade at Sunset Ridge. It is part of the Health Curriculum, and meets twice per week all year.

WINNETKA - WASHBURNE: Contact: William Mauer, principal, and Peg Hoskins, assistant principal.

GRADE LEVELS AND SIZE: 6th, 7th and 8th - 430 students total.

HOW LONG IN PLACE: Many years.

REASON FOR IMPLEMENTING: It's part of the philosophy of the school which is to be child-centered and concerned about the whole child, emotionally, socially, and academically.

STRUCTURE: A total of 19 advisories meet for almost one hour per day: five minutes in the morning, 35 minutes at mid-day\*, and 20 minutes at the end of the day. (\*Lunch is served during three shortened periods, which run from 10:54 - 12:12; then everyone goes to advisory from 12:16 - 12:51.)

CONTENT: Varies at grade level and time of day.

A.M. - Attendance, announcements

Mid-Day: 6th - reading course; 7th - band or study hall; 8th - band, study hall or elective.

P.M. - 6th - organizational skills, time management, etc.

7th and 8th - student council meetings, class meetings to plan a special event or to work on a particular project (each advisory supports one charity a year and has various ways of raising funds for it), discussions centered around the theme of the month, i.e., Safety/Friendship (Sept/Oct) or Differences (Jan/Feb).

BENEFITS: Having an advisory system openly communicates the philosophy of the school and facilitates communication with the parent. The parent knows who is in charge and to whom he should direct communication.

The recurring theme from each of these schools focused on the crucial need for the junior high aged child to have a "significant other" adult in his/her life besides the parents. In their opinion, the advisor filled this role quite well. These schools also emphasized their desire to address the individual child's emotional and social needs along with the academic ones. Again, the advisor's role afforded the school the opportunity to be more in touch with each student's non-academic as well as his academic well-being.

These advisory systems all differ. Nevertheless, one of the the main benefits these schools have all derived from having an advisory system is better communication with the parents. Each school feels that its system works well for its situation. However, each school continually evaluates both the structure and the content to upgrade its program.

### Recommendations

In the May, 1983 NASSP Bulletin, Bergmann and Baxter, educators on the North Shore, state:

"Many educators have called early adolescence the 'make-it or break-it age' because of the fragile self-concepts that are developing and solidifying. Guidance and advisory are a concerted effort by a school to help students develop a positive self-image and to keep any one student from going through the middle grades feeling alone or lost..."

These ideas echo through the literature on middle-school guidance and advisories. They point to keeping what excellent programs are in place already at Wilmette Junior High School, but also to expanding them to meet broader needs.

Therefore, this subcommittee recommends that WJHS adopt an advisory system. Experts point to the benefits of having an advisory system. For example, Paul Brimm of the Iowa Association for Supervision and Curriculum Development and high school principal Charles E. Moore state:

"The administrative structure of the departmentalized organization encourages a subject-matter orientation, and this must be counterbalanced with some sort of administrative structure to encourage the individual attention that should be included in the total approach to the education of young people."

Bergmann and Baxter emphasize:

"...the development of a successful advisory program requires skillful leadership, joint planning, and involvement of the entire staff. Successful implementation of the plan requires explicit goals, a staff willing to learn and make mistakes, and a commitment to a strong, well-communicated philosophy. Patience, persistence and long-range planning will fulfill the most ambitious dreams of a well-functioning advisory. It is an organizational component of the middle-school that every child should experience..."

Many plans and models of advisory systems are described in the literature; the specific plan District 39 adopts should be tailored to the specific needs of Wilmette Junior High.

While our committee suggests the wisdom of careful, long-range planning to ensure the success of a middle-school advisory system, we also recommend the following programs which could be implemented immediately:

1. Parent meetings to share ideas regarding common concerns (e.g., homework, curfew, etc.)
2. Periodic teacher-team review of each child in the team.
3. Older peer involvement in helping younger students and/or a big brother/sister program.
4. Expanded fall activities for 6th grade orientation to the junior high.
5. Voluntary after-school or lunch period discussion groups, led by skilled adult leaders on subjects of concern to the students (e.g., how to organize for homework, making friends, etc.)

The consideration of the above suggestions on advisory systems and guidance by the Community Review Committee, by the Administration, and by parents and staff will initiate a process beneficial, in itself, to the students: a process in which a heightened awareness will develop of the vulnerabilities of the tran-



sescent, the stresses with which the students cope in today's society and in our area, and the pressures for achievement and academic success. That awareness and the constant District 39 commitment to provide our students with optimum conditions for their favorable development will surely lead us to choose caring, appropriate, and adequate steps for the support of our junior high school students.

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**WILMETTE PUBLIC SCHOOLS**  
**Wilmette, IL 60091**

**COMMUNITY REVIEW COMMITTEE**

**RESOURCE CENTER SUBCOMMITTEE REPORT**

**Committee Members:**

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Bobbie Kramer  
Susan Eaton  
Linda Rubens  
Leta Strube  
Sam Mikaelian

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Cooperation  
between Public Library + RC.

- 1) Professorial help
- 2) hours @ JHS
- 3) Expenditure per pupil  
Budget



## RESOURCE CENTER SUBCOMMITTEE

The Resource Center Subcommittee was formed too late in the year to organize a report. However, we were able to have a useful and educational meeting with all resource personnel organized by Dr. Sam Mikaelian. Using this preliminary meeting and the library segment contained in the Wilmette Junior High School June, 1987 Report, we have been able to delineate some areas needing examination. Many of the issues are appropriate for both the elementary schools and the junior high; other issues may address one or the other. We feel this is an excellent opportunity to provide some input in anticipation of the new Junior High Resource Center in the fall of 1989. The Resource Center Subcommittee would like to consider the following issues for study next year:

1. The adequacy of the physical organization of each district resource center.
  - a. Are they well organized?
  - b. Are they inviting to students?
  - c. Can they be adequately supervised?
2. The adequacy of staffing at each center.
  - a. Are present paraprofessional staff meeting center needs and are they being used effectively?
  - b. Are paraprofessionals certified teachers who are able to supervise students without the presence of the librarian?
  - c. Are resource center teachers able to perform administrative, instructional and consultant responsibilities adequately?
  - d. Is library access adequately meeting student needs at the elementary schools? At the junior high? (For example, a needs assessment for evening hours at the new WJHS resource center?)
  - e. How can we encourage additional volunteer help?
3. The appropriateness of the instructional program.
  - a. How are library skills taught?
  - b. How are children made aware of new reference materials and new trade books?
  - c. Do the librarians have regularly-scheduled opportunities to engage in "book talks"?
4. The maintenance of the resource center collection.
  - a. Is there a district collection development policy? Should there be?
  - b. Are there attractive, updated research/reference materials in each school?
  - c. Are there attractive, updated trade books?
  - d. Is there the opportunity to purchase multiple copies of trade books for reading groups?
  - e. Is the budget per pupil adequate?
5. The efficacy of automating the resource centers and the IMC.
  - a. Will this cut down on time-consuming clerical work?
  - b. Can children learn to operate the system?
  - c. Can the district afford such a system?
  - d. Could the money be better spent elsewhere?



