

**LOCAL DISTRICT PROGRAM PLAN  
WILMETTE PUBLIC SCHOOLS  
DISTRICT 39  
WILMETTE, ILLINOIS**

Approved by the Board of Education

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**Presented by the Community Review Committee  
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WILMETTE, IL 60091

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**Introduction**

Education is the sum total of all that a child experiences in his/her life at school. The Wilmette Public Schools, District 39, is dedicated to providing quality public education in our schools for each of our students as an individual. Our community values and supports quality education and the continuing search for excellence that it entails. To this end, we are committed to providing our young residents the education they will need to live and work in the 21st Century.

In addition to meeting the community's aspirations for its youth, quality education also must be adaptable to social and technological change. It must include an appropriate balance between traditional curricula and innovation in both teaching and learning styles. It also must be consistent with the financial resources available to the district.

The following Program Plan sets forth the fundamental beliefs, educational philosophy and objectives that guide the district in serving approximately 2650 elementary and junior high students. The Board of Education has adopted a Strategic Plan, and in the course of its ordinary business, it passes various resolutions. Both the Strategic Plan and the resolutions take precedence over this Program Plan. In most respects this Program Plan should be treated as a stand-alone document containing the instructional objectives of the district as established by the district curriculum review committees. The Local Program Plan, revised yearly, houses the curricular objectives for the district and provides the foundation for curriculum planning by the Curriculum Coordinating Council and the various curriculum review committees.

**PART I. PHILOSOPHY OF EDUCATION AND EDUCATIONAL OBJECTIVES**

**A. Philosophy of Education and Educational Objectives**

**1. Fundamental Beliefs:**

We believe: each child is a unique person who is worthy of respect. Each child brings prior knowledge and life experiences to the learning environment. Each child learns at an individual pace, in different ways, and at different times. Each child is entitled to an education that is effective in maximizing the child's potential. Each child should become a life-long learner. Each child should be encouraged to strive for academic excellence. Each child should become a responsible contributor to the community.

**2. Discussion:**

True education is not a product but a life-long process. Wilmette Public Schools, District 39 is dedicated to providing quality public education in each school for our children collectively, and for each individual child. At the heart of District 39's philosophy is our belief that children thrive in an atmosphere that promotes the love of learning and a positive self image. This is the foundation necessary for the

mastery of basic knowledge and the development of critical thinking skills. This process of learning and growth as initiated in District 39 will prepare our children for the challenges of further formal education and will lead them to become accomplished adults and responsible citizens. Within the community striving for academic excellence is a key element of scholastic success.

## **B. Board of Education/District**

### **1. Mission**

We are committed to providing effective education in a caring and challenging environment to help prepare all children to live within a complex global community.

### **2. Primary Goal**

Provide education which effectively promotes intellectual, social, emotional, and physical development, as well as responsible citizenship.

### **3. General Criteria**

The basic criteria for implementing the instructional objectives of the Wilmette Public Schools, District 39, are set forth below. In order to meet these criteria, the district will utilize its resources creatively to provide the best possible environment to facilitate the learning process.

- a. To provide children in the district with a high quality education by:
  - i. Nurturing in them a love of learning that will lay a foundation for further formal education as well as a lifetime of learning and growth.
  - ii. Providing a progressive, comprehensive curriculum in both academic and life-enriching subjects that will instill in them a mastery of basic knowledge and critical thinking skills.
  - iii. Utilizing a variety of teaching, curricular, and administrative techniques and educational materials to best facilitate the teaching/learning process for each child.
  - iv. Instructing them in a variety of learning techniques and skills, and encouraging each child to utilize those which best facilitate the teaching/learning process.
  - v. Encouraging them to apply their critical thinking and other skills toward constructive living.
  - vi. Developing in them desirable qualities of citizenship, respect and responsibility to their families, school, community, state, nation, and the world.
  - vii. Encouraging each child to develop a positive self image by helping each child to identify and develop his/her own individual potential to its fullest.
  - viii. Fostering a learning environment which allows each child to participate in the educational process both as an individual and as a member of a group.
  - ix. Working toward a greater ownership of the educational enterprise by each child, teacher, parent, administrator, and local citizen.

- b. To provide specialized and supportive services to every child in need of them.
- c. To create the best possible environment to facilitate the educational process by providing the children in the district with:
  - i. A well-trained and motivated staff by employing, developing, supporting, and retaining highly qualified teachers, administrators, and specialized personnel.
  - ii. The appropriate facilities for learning, including buildings, equipment, instructional materials, and advanced technological and other supplementary curriculum resources.
- d. To communicate effectively with all constituent groups in District 39 these instructional objectives and our ideas on accomplishing these goals.
- e. To accomplish these goals within a framework of responsible fiscal management utilizing the resources available to the district.

#### 4. 1990-91 Board Goals

The District 39 Board of Education annually sets goals for the purpose of: 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. The following goals were accepted by the board for the 1990-91 school term:

- a. Implement a plan to restore fiscal health to the district.
- b. Adopt a long-range strategic plan for the district, after obtaining input from stake holders.

### C. Faculty-Student

#### 1. Curriculum Planning

Curriculum development in District 39 is a continuous process, guided by teachers, administrators, community, and board representatives working together as a Curriculum Coordinating Council (CCC). The CCC establishes and updates the district's guidelines for reviewing every curricular area within a five-year cycle. The curriculum, therefore, reflects the forefront of creativity, vision, and academic research. By making the commitment to develop its own curriculum, District 39 can craft a challenging curriculum to meet state goals, and to suit the unique needs of its students.

The district has established curriculum review committees: mathematics, science, reading, language arts, literature, health and safety, microcomputer, and social studies. New curriculum has been written and is being implemented in the following areas: mathematics, reading, literature, language arts, microcomputer, art, physical education, music, science, health and safety, and foreign language. The curriculum area of social studies is currently being written.

Teachers and administrators apply for membership on these committees. They are selected to represent a cross-section of grade levels and schools on the basis of their individual skills and expertise.

The district encourages the creative use of curriculum and methodology by teachers to facilitate the realization and enhancement of each student's capabilities. The teaching/learning process is continuously interactive, which allows both teacher and student to contribute and receive feedback on how well that process is meeting the needs of each student as an individual and as a member of a group of peers.

## **2. Student Academic Skills**

The district has established the following objectives for its students in the academic and related studies areas. These objectives describe in general terms the basic knowledge and skills District 39 students should acquire. They also encompass objectives for the social, emotional and physical development of each child as a unique individual. The curriculum seeks to strike a balance between traditional studies and innovations in both teaching and learning styles. In all areas emphasis should be focused on the development of a thinking, communicating individual who values learning for its own sake.

a. **Language Arts** - The focus of the language arts program is to help students develop language competencies. Students learn language, learn about language, and learn through language. The knowledge, strategies, and skills that comprise language arts are the foundation for learning across the curriculum. Reading, writing, listening, speaking, and literature study are the major components of the language arts program.

A student in the language arts program shall work toward:

1. Developing positive attitudes toward reading, writing, listening, and speaking.
2. Learning to be a strategic reader.
3. Comprehending written material.
4. Thinking critically while reading.
5. Interpreting and evaluating literary works.
6. Understanding American literature heritage and literature representing different cultures, eras, and ideas.
7. Understanding and applying the steps in the writing process.
8. Producing written work that is focused and organized, as well as work that contains appropriate support and elaboration of ideas and accurate grammar and mechanics.
9. Using appropriate language and style for a variety of purposes and audiences.
10. Listening purposefully, critically, and analytically.
11. Comprehending information presented orally.
12. Using spoken language effectively in formal and informal situations to communicate ideas and information, and to ask and answer questions.

b. **Social Studies** - Social studies provides children with an understanding of themselves and of society, prepares them for citizenship in a democracy, and gives them insight into the complexities of the world community. Study of the humanities,

of which social studies is a part, is necessary in order to preserve the values of human dignity, justice, responsibility, and freedom. Social studies includes 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 skills effectively to discuss and evaluate issues.
6. Understanding differences between fact and opinion.
7. Developing judgement in evaluating sources of information.
8. Becoming responsible, functioning community members, as well as responsible individuals with personal rights.
9. Understanding the operations of local community governments including those of the Village, Park District, Library, and School District.
10. Demonstrating a knowledge of world geography with an emphasis on that of the United States and Illinois.
11. Demonstrating awareness of responsibilities as global citizens.

c. **Science** - Science is the quest for objective truth. It provides a conceptual framework for the understanding of natural phenomena, their causes and effects. The purpose of the study of science is 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. Students are taught to understand that technological growth is an outcome of the scientific enterprise. Health education provides children with the knowledge to maintain healthful living throughout their lives.

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 on 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 a contemporary technological society.
4. Understanding the principles of the scientific method and applying them in simple research projects.
5. Understanding and employing scientific processes, techniques, methods, equipment, and technology.

d. **Mathematics** - Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business, and everyday life. 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 to reason deductively and to solve problems.

A student in the mathematics program shall work toward:

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 the reasonableness of results.
5. Developing practical mathematical skills including problem solving, and applying those skills to both daily living and theoretical concepts.
6. Understanding and using ratios and percentages.
7. Understanding and applying geometric concepts and relations in a variety of forms.
8. Understanding the use of measurements.

e. **Foreign Language** - The study of foreign language gives children a broader understanding of, and the ability to better communicate with, the world at large.

A student in the 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, including culture, history, and the arts.

f. **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, drama, and dance.

A student in the fine arts program shall work toward:

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



g. **Physical Education and Health** - Effective human functioning depends upon optimum physical development and health. Children will enhance their physical fitness and coordination by participating in physical activities commensurate with individual development and skills.

A student in the physical education program shall work toward:

1. Developing an awareness of the relationship between physical, 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. Recognizing the need to include physical activities to maintain good health and fitness as part of a healthy lifestyle.

h. **Health & Safety** - Good health and physical well-being are dependent upon a knowledge and understanding of nutrition, exercise, management of emotional stress, positive self-concept, drug use and abuse, and the treatment of illness. The goal of the Health and Safety program is to encourage students to achieve healthful living habits throughout their lives.

A student in the health and safety program shall work toward:

1. Identifying basic nutrients comprising properly balanced meals.
2. Developing positive self-esteem.
3. Recognizing problems created by the use of tobacco, alcohol, and other harmful substances.
4. Recognizing the relationship of physical, mental, and emotional health.
5. Developing an awareness of communicable disease prevention.
6. Recognizing the importance of exercise.
7. Becoming responsible decision makers.
8. Understanding consumer health and safety issues, including environmental concerns.

i. **Microcomputer** - Functioning in a highly technical world requires instruction in basic computer literacy. Students are provided with structured practice to develop the skills which are necessary to fully employ the computer's capabilities. This focus promotes more time allotment to higher level thinking skills and problem-solving.

A student in the microcomputer program shall work toward:

1. Becoming literate in the language and operation of microcomputers.
2. Becoming proficient at keyboarding.
3. Using computer software for computer-assisted instructional purposes.
4. Developing skills necessary to accomplish computing and typing tasks related to school and personal needs.
5. Developing word processing and database skills to be used to meet school and personal needs.
6. Using the microcomputer as an educational tool.

j. **Related Studies** - The current 7th and 8th grade related studies choices at the junior high school level are:

Advanced Drama Workshop	Boys' Chorus	Communication Arts & Media
Computer Graphics	Creative Dramatics	Drawing, Painting
Electronic Keyboard	Exploring Photography	Extended Enrichment
Foreign Language: French, Spanish, Latin	Girls' Chorus	Interpretation: A Way with Words
Media Assistantship	Logo Ventures	Music (8th)
Print Material	Music (7th)	Wellness Power Choices
Wood Sculpture	Project Design	
	Woodworking/Hand Power Tools	

All sixth graders are required to take Fine Arts I and II, General/Vocal Music, Keyboarding, Skills for Adolescence, Practical Arts, and Speech Arts/Drama. In grade 6, the related studies courses include:

Band, Orchestra	Extended Enrichment	Individual Pursuits
Foreign Language French, Spanish, Latin	General/Vocal Music	

k. **Library/Resource Center** - The development of research and library skills is a prerequisite for advanced studies. Research skills, however, are developed gradually and sustained through continued practice. The district has developed and equipped each of the school libraries as a learning resource center administered by professional staff members. The instructional program teaches library and research skills beginning at kindergarten and continuing through junior high.

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

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

1. **Special Programs** - The district has applied for and received state and federal monies to finance the following special programs: federal programs - the Chapter I Early Intervention Mathematics Program, Chapter II (Resource Center materials), Title II (science materials), and the Drug Free Schools and Communities Act. State programs - summer gifted and remedial, reading improvement, learning objectives and assessment, staff development, gifted education, and bilingual programs. Applications for these programs and others are submitted yearly for state and federal funding.

### 3. Student Academically Related Skills

The district has established the following objectives for its students in academically related areas, as delineated in the General Objectives. These academically related

areas interface in an on-going way with the academic skills area. A student's academic growth is in large part dependent on the development of these related areas which are concerned with affective, interpersonal/intrapersonal, and self-regulatory capabilities.

**a. Critical Thinking** - Critical thinking has been defined educationally as the mental processes, strategies, and representations which people use to solve problems, make decisions, and learn new concepts. Recognizing that the teacher can design instruction in such a way as to promote critical thinking in the classroom, the following student behaviors have been set apart as particularly important in this area.

In developing skills of critical thinking, a student shall work toward:

1. Demonstrating the ability to separate fact from fiction.
2. Demonstrating the ability to consider alternative solutions.
3. Demonstrating knowledge used in the process of decision making/ problem solving.
4. Developing skill in the area of inferential reasoning.
5. Demonstrating facility with the following additional components of critical thinking: classification, hypothesizing, interpretation, application, analysis, synthesis, and evaluation.

**b. Responsibility Education** - The area of responsibility education in the school has been stated as the student's developing a personal, individual acceptance that every human being is accountable for his/her behavior, including one's thoughts, choices, decisions, speech, and actions. The result of this awareness for the student is the acknowledgement that, for the most part, the individual causes his/her own effects. Recognizing that the teacher can design instruction in order to promote responsibility in the classroom, the following student behaviors have been set apart as particularly important in this area.

In developing responsible behavior, the student shall work toward:

1. Demonstrating the ability to generate options and choices appropriate to different situations, and understanding how these options and choices contribute to outcomes and consequences.
2. Showing consistency in being prepared for the daily classroom routine, with regard to assignments and materials required.
3. Developing the ability to actively direct the course of learning.
4. Showing ability to evaluate progress, establish and revise educational goals as his/her learning progresses.

**c. Learning Styles** - Learning styles is used in the educational setting to refer to the different approaches taken by individual learners as they attempt academic tasks. The classroom teacher works toward accepting and accommodating the diversity of styles which exist in the classroom in order to maximize each student's unique set of characteristics that determine how he/she is the most effective in both individual and group settings. Recognizing that the teacher can design instruction in order to promote the development of individual learning styles in the classroom, the following student behaviors have been set apart as particularly important in this area.

In developing an understanding of his/her own individual learning style, the student shall work toward:

1. Becoming aware of the personal set of strengths which impact on each learning situation and which lead to an understanding of one's own preferred method for learning.
2. Becoming aware of the strengths and preferred methods for learning (learning styles) in others - respecting the similarities and differences from one's own learning style.
3. Being able to adapt situations and assignments in the learning environment to one's own individual learning style, as is appropriate within the context of the specific expectations and requirements.
4. Experiencing and/or developing comfort and facility with learning styles which differ from one's own preferred style of learning.

d. **Self-Esteem** - Self-esteem is most simply viewed as the student's having good feelings about himself or herself. Self-esteem is the feeling which the individual experiences when evaluating what one personally thinks about one's self. It is the feeling of satisfaction which is experienced when personal standards have been fulfilled and one is contented with oneself. The relationship between academic success (as well as later success in life) and self-esteem is well documented in recent research. Independent and confident students have positive self-images and high self-esteem. Recognizing that the teacher can design instruction in order to promote the development of self-esteem in the classroom, the following student behaviors have been set apart as particularly important in this area.

In developing a sense of self-esteem - a good feeling about oneself - a student shall work toward:

1. Demonstrating creativity and resourcefulness in the educational setting.
2. Showing a willingness to take reasonable risks in order to explore ideas related to learning.
3. Developing a sense of respect for oneself and for others.
4. Demonstrating a positive affect on outward behavior.

#### 4. Assessment of Student Academic and Academically Related Skills

##### a. **Assessment of Student Academic Skills**

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 student and overall district performance.
2. The use of diagnostic tests and local assessments to determine each student's strengths and weaknesses.
3. Teacher-made tests to assist the attainment of classroom objectives.
4. The implementation of a teacher survey on a regularly scheduled basis to identify any student who is experiencing academic, social or emotional difficulties which interfere with learning.
5. Continuing appraisal and review of goals for each student by the professional staff, administration, and parents 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 the 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.

#### **b. Assessment of Student Academically Related Skills**

Achievement of the general student academically related goals in the areas of critical thinking, responsibility education, learning styles, and self-esteem shall be evaluated by various criteria, including but not necessarily limited to:

- 1. The use of informal, observational notation which is developed in a way most comfortable to the individual teacher.
- 2. The use of narrative reporting, anecdotal in nature and giving specific information relevant to situations experienced by the individual student.
- 3. The use of both teacher-made and published checklists of observable student behaviors in each of these areas.
- 4. Investigation of more formal, standardized measurement instruments, both diagnostic and achievement in nature, developed as research in these areas becomes more sophisticated.

#### **5. Staff Development**

The teacher is the key to quality education. Employing, developing and monitoring a highly professional faculty are essential ingredients to meeting the objectives of the educational program.

Professional development of faculty is promoted through district, school, and individual goals. Faculty are assisted to realize their goals through inservice activities primarily provided by the district Staff Development Committee, district administrators, district curriculum review committees, and through colleges and universities.

With the support of state funds or district resources, this year faculty participated in major workshops in the district in mathematics, social studies and spelling. Many teachers attended national, state, and regional meetings emphasizing assessment strategies, reading and literature strategies, and curriculum integration. The district sponsors the FOCUS Conference which is attended by all District 39 staff and faculty from neighboring communities and states. Topics at this conference are suggested by staff and include science, mathematics, literature, social studies, and study skills.

Inservice opportunities and curriculum review committee discussions are shared with faculty at regularly-scheduled grade level meetings for K-5 teachers, and at junior high school department meetings for grades 6-8. Agendas for some of these meetings are established by faculty of the grade level or department.

#### D. Pupil Services

Pupil services are designed for students, teachers, and parents within 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 district provides psychologists, school nurses, speech and language therapists, learning disability teachers, social workers, a counselor, and teachers for special education services 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 (NSSED). For children requiring more intense special programming and services, the district belongs to the Low Incidence Cooperative Agreement (LICA).

The following pupil services goals are established to provide a comprehensive program for all children. The program goals comply with mandated state and federal special education requirements.

The program shall:

1. Identify, as early as possible, any child with special needs from the total population of the district.
2. Communicate in a sensitive manner with parents and teachers of children identified with special needs on specialized and/or supportive services available to these children.
3. 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
4. Provide education as a district or cooperatively with NSSED and/or LICA for:
  - Visually impaired or blind
  - Hard of hearing or deaf
  - Trainable and educable mentally handicapped
  - Multi-handicapped
  - Physically handicapped
  - Behavior disordered

Severe/profound mentally handicapped  
Learning disabled

## PART II. EDUCATION PROGRAM

### A. District Demographic Profile

Although the student population has declined steadily from a peak enrollment of 4,991 in 1967 to 2,418 in 1987, demographers indicate that the drop has stabilized. Since 1987 the total enrollment has steadily increased, reaching 2,620 this year. Moreover, enrollment in kindergarten classes has been increasing over the past several years, and recent projections indicate this trend will continue.

Until 1987, elementary school enrollment losses have been exclusively a result of smaller entering kindergarten classes replacing larger graduating 8th grade classes. However, w\With the increase in kindergarten enrollment during recent years, the entering vs. exiting gap has been closed, and now reversed. The superintendent estimates that within the next five years, the district will need between 10 and 15 more classrooms.

According to demographer John Kasarda's 1990 projections, a substantial number of Village residents will reach retirement age during the 1990s. This should lead to a greater rate of housing turnover than was the case in the '80s, attracting younger families with pre-school and school-age children. Assuming that future fertility rates remain at present levels and that future rates of housing turnover and immigration of families with school and pre-school aged children occur as predicted, Kasarda projects that just over 3,100 students will be enrolled by the year 2000. Should future housing turnover and immigration exceed that which is currently anticipated, enrollment could rise to nearly 3,800.

Approximately 91% of our students live in Wilmette and the remainder in Glenview. The population of Wilmette (26,690 in 1990 census) is primarily upper middle class with an estimated median 1989 annual family income of \$64,170; housing is predominantly single family residences. Approximately 17% of Wilmette's families have children in the District 39 schools.

The 1990 census reports that less than 1% of the population of Wilmette is African American; however, 1.7% is Hispanic, and 6.9% is Asian. the 1989-90 district student population was 90.7% white, 0.5% African American, 1.1% Hispanic, and 7.7% Asian/Pacific Islander. Low income enrollment was 1.2%; limited English proficient enrollment was 2.1%. In recent years, an increasing number of children who speak a foreign language have enrolled in our schools. For 15% of the student population, a language other than English is spoken in the home.

Wilmette District 39 contributes almost 40% of the population of New Trier High School, which historically has sent 85% to 92% of its graduates to college. Based on these statistics, it is clear that this community has both the desire and the financial means to support quality public education for its youth.

With an active lawsuit regarding the equalization of school district funding across the state, a proposed 5% cap on levy increases, and a district whose educational fund is currently operating at a deficit, the financial status of the district is clearly

threatened. The community will need to consider how the projected increasing enrollments over the next ten years as described above will further impact on district finances as well as space utilization.

### B. Organizational Patterns

The basic educational pattern in grades K-5 is a self-contained classroom of an average of 21 children in the same grade level taught by one teacher. Many sections in grades 3-5, however, are taught by teams of teachers.

At the junior high level (grades 6-8), grade level teams of teachers work with children on basic academic subjects. In grade 6, the ten teachers are organized as five teams of two, and each teacher has a homeroom. In grades 7 and 8, two groups of five teachers present the required skills of reading, language arts, mathematics, science, and social studies. Each 7th and 8th grade team teacher has a homeroom. The average class size at the junior high level is 25 students.

### C. Community Participation

District 39 has enjoyed a long history of active community involvement in the development of its educational program. Through the years, special committees have been formed to study district concerns. One of these is the Community Review Committee, a citizens' advisory committee, which was established in 1973 to formalize community involvement in policy formation and to research topics of particular interest to parents, local residents and the district. Currently 24 representatives of the Parent Teachers Associations, teachers, administrators and citizens-at-large continue to advise the Board of Education on a variety of issues through recommendations contained in an annual report.

Members of the Board of Education are traditionally slated by the school Caucus. Established in 1951, the Caucus remains outside the partisan political structure, yet the organizations it represents reflect a cross-section of the values and attitudes of the local citizenry. Registered voters then elect from all individuals on the ballot to serve a four-year term of office.

A third organization that channels citizen involvement into our schools is the Wilmette Volunteer Pool. The Pool provides a myriad of resource personnel to assist teachers, 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.

Finally, the Wilmette Parent Teacher Association is organized to promote the welfare of children and youth in the home, school, church, and community, and to bring the home and the school into a closer relationship so that parents and teachers may cooperate intelligently in the training of children. The Wilmette Parent Teacher Association is made up of six local associations (five public schools and one parochial school), each of which is represented on the Village-Wide PTA Board. The Village-Wide Parent Teacher Board promotes effective communication among the six associations. It works closely with the superintendent and his staff and the Board of Education.

Communication between the district and constituent groups in the district is



maintained through publications (i.e., the Bulletin, PTA newsletters), media (the Wilmette Life, cable TV) and community outreach (mailings, word of mouth), etc. The district employs a part-time communications facilitator to help in these efforts.

#### D. Financial

The financial support of District 39 schools is based largely on local real estate taxes. The total district operational budget for 1990-91 was \$17,294,818, which resulted in an estimated expenditure of \$6,042 per student that year. Approximately 70% of the district's overall budget (and 80% of its Education Fund expenditures) is allocated directly to salaries and benefits.

Since the school budget determines which, and to what degree, services will be provided to the children of the Wilmette Schools, it becomes the foundation of the entire school program. The Board of Education and the citizens of Wilmette are able to look beyond the financial information in the budget provided by the business office in their evaluation of the school budget process. The Board of Education reviews the budget process from three perspectives: 1] the educational program; 2] the plan for financing the educational program; and 3] the expenditure plan to successfully carry out the educational program. For many years, District 39 has operated with this concept of budgeting, and has successfully kept the educational, financial and expenditure programs consistent and in general harmony with the desires of the community.

Financial projections prepared by the business office professional staff and presented to the board indicate that district expenditures during 1990-91 are projected to fall within budget at \$17.3 million. This amount, however, is almost \$2.5 million above the projected level of revenues, which means the district is drawing heavily on its reserves to meet operating expenses.

The impact of this revenue shortfall is most critical within the Education Fund, one of the district's five operating funds. This fund is the heart of our school district because it includes teacher salaries, as well as books, supplies and other classroom materials. The projected expenditures in this fund during 1990-91 are expected to be almost \$1.2 million above the revenues earmarked by law for its use.

Although overall Education Fund expenditures have increased over the past decade, expenditures have declined drastically in terms of constant dollars. When deflated by the Consumer Price Index, real expenditures in the Education Fund have actually decreased by more than \$1 million since 1978.

