Why Are Leadership and Team Building So Important? • by DR. JULIE PFEFFER, District Curriculum Coordinator

Over the last several years, the Foundation has supported the District’s efforts in developing our students’ leadership skills and social-emotional development. This is of critical importance to our children’s overall education. In fact, the state of Illinois recently adopted social-emotional learning standards similar to the Illinois math and language arts standards.

In addition to being mandated by the state, current research supports the idea that social-emotional learning must be part of a successful curriculum: “Across the studies evaluating academic outcomes, students scored 11 percentile points higher on standardized achievement tests, a significant improvement, relative to peers not receiving a program.”

11 percentile points higher on standardized achievement tests, a significant improvement, relative to peers not receiving a program.”

According to a recent 2008 meta-analysis of 207 studies conducted by Joseph A. Durlak of Loyola University, Chicago, and Roger P. Weissberg at the University of Illinois at Chicago, “Students who participate in school-based programs focused on social and emotional learning (SEL) profit in multiple ways. Compared to students who do not experience SEL programming, they improve significantly with respect to:
1. Social and emotional skills
2. Attitudes about themselves, others, and school
3. Social and classroom behavior
4. Conduct problems such as classroom misbehavior and aggression
5. Emotional distress such as stress and depression
6. Achievement test scores and school grades.”

The report continued, “These positive results do not come at the expense of performance in core academic skills, but rather enhance academic achievement. Moreover, among those studies that collected follow-up data in each of the above categories, the positive benefits to students were found to persist over time.”

Each of our schools has taken these SEL standards to heart. Read on to learn how our commitment to SEL has been incorporated throughout our district in very progressive ways as well as to learn about all the ways the Foundation has supported our teachers and our students over the past year.
PEACE POWER • by DEIRDRE CHURCHILL, Principal, Crow Island School

Has your child ever come home from school sad or upset because during the day they had an unresolved conflict with another child? Did it leave you in a quandary as to how to handle the situation? What DO you do? Do you call the school? Do you call the other parent? Do you call your child’s teacher? Do you leave it alone and hope the kids will work it out on their own? At Crow Island School, the answer to all of these questions is simple: Peace Power.

Thanks to a grant from the Winnetka Public Schools Foundation, we were able to adapt this program from the University of Illinois at Chicago and integrate it into the curriculum at Crow Island in response to our need to have common social-emotional language that both staff and students could understand and use on a daily basis. Since its inception, Peace Power has evolved and students and teachers have made it their own.

Peace Power has four main tenants:

• The Recognize component encourages both students and adults in the school community to notice each other’s positive contributions and successes.

• The Stop Putdowns component increases the children’s awareness of the emotional harm that results from teasing or name calling.

• Working Together emphasizes the connections between all members of the school community and the conscious effort to work towards the common goal of peace.

• Making Peace provides very specific steps for healing.

The program’s vocabulary provides a point of reference for the children’s thought processes and actions in their social relationships.

Students take ownership of Peace Power in many ways. One way is the creation of the Fourth Grade Peace Power Task Force, in which last year, students wrote a Peace Power newsletter and spoke to parents about the strategy.

Another example of adapting the Peace Power strategy is the integration of the Peace Power Wall. The Peace Power Wall shows examples of Peace Power that are prominently displayed in and around the classroom. Anyone can add to the wall and recognize their peers who are modeling Peace Power, thus making the children more aware of how they and others positively impact their school community using Peace Power.

A Peace Power assembly begins each school year. At the assembly, we read the Peace Power pledge and sing a song adapted to the program. Students are also asked to draw a picture citing an example of Peace Power. The pictures are laminated and hung all over the school.

Peace Power makes Crow Island a safe place to learn, grow and blossom!

FAMILIES • by MAUREEN CHEEVER, Principal, Hubbard Woods School

When you hear the word “family,” you likely think of any group of persons closely related, and especially so if you are a student at Hubbard Woods School! At Hubbard Woods, the definition of family is enhanced, due to a community-building, social-emotional literacy initiative that is integrated into the children’s day.

With a grant from the Winnetka Public Schools Foundation, the Families initiative was born. Each of 21 families is comprised of several adults (staff and faculty) and approximately 16 children ranging from first to fourth grade. The family stays together through the years, welcoming new first graders as the fourth graders move on.

The mission for these families is simple: Through play, projects and community service, students and adults build social skills, community and self-understanding. Each family enjoys a great variety of experiences together, the majority of which are service-related through The Good News Soup Kitchen and the Kindness Connection, which brings service-related projects to schools. This year the groups will focus on service learning, making the school more “green,” and operating a school store.

Watching families grow together over time has been a magical experience. There is a certain power in these families as their relationships develop over time. Students have the opportunity

continued on next page
KIDS LEADING KIDS • by SUSAN HUGEBECK, Principal, Greeley School

At Greeley, we feel that in order to best teach the whole child we must at all times address and foster the social and emotional well-being of our children. To this end, we purposefully weave elements of social-emotional awareness into our curriculum, our enrichment activities, school-wide projects and performances, outreach and daily interaction.

In order to sustain these programs, Greeley has been given a grant by the Foundation to keep SEL a focal point in elementary education.

We are fortunate to have retired Greeley teacher Marj Steiner working collaboratively with classroom teachers to incorporate into morning meeting time lessons from her social-emotional curriculum, Courage for Kids. Marj’s lessons address problem solving, bullying, self awareness, empathy and compassion.

Taking the concepts to heart, Greeley students have been learning the true meaning of good citizenship under the leadership of a fourth grade committee we formed called Kids Leading Kids. Last year, Kids Leading Kids conducted an all-school “Values” assembly, posing questions such as “What does it mean to be a good citizen?” Back in the classrooms, Greeley students discussed values and reported their thoughts and ideas to the committee. After looking over this feedback, the committee compiled a list of values that all Greeley students consider to be important: respect, peace, friendship, positive attitude and compassion.

Kids Leading Kids has run school-wide service projects such as winter-wear, food, book, pet supply, and baby clothing drives in order to help Greeley students understand that good citizens make meaningful contributions to the world outside their immediate community. The children manage these projects from start to finish, including sorting and delivering the collected items to shelters.

We hope student-generated activities that integrate problem solving, self awareness and kindness will encourage Greeley students to understand that they can be compassionate and effective agents for change throughout their lives.
PROJECT REACH • by TOM EBER, Principal, Skokie School

We all remember our middle school years. Need we say more about some of those awkward moments that signal a true pre-teen “crisis?” Enter Project Reach, a Foundation-funded program that has become tantamount to the Skokie School experience.

REACH is more than an instructional program. To us, as educators, it is best viewed as an umbrella:

- The umbrella represents the “whole child.”
- The handle and stem represent individual core values.
- The spokes represent skills and attitudes that help individuals maintain their goals and dreams.
- REACH is the cloth of the umbrella. It facilitates the integration of thinking, problem solving, and action, while maintaining the integrity of the whole child.

Each day we continue to witness firsthand how students benefit from REACH lessons. They demonstrate the confidence that comes from feelings of belonging, the hope that accompanies strategic problem-solving and the pride that comes from trust and independence.

REACH has evolved to keep in step with the growing needs of students. Although academics are of paramount importance, let’s be honest: Students come to school hoping to make friends and fit in. Once students have established a sense of belonging, they are more likely to take the risks they need to learn. REACH teaches strategies that help students connect with peers, while becoming resilient, compassionate problem-solvers. These skills improve students’ school experiences and contribute to academic success.

How does REACH work? Advisors and staff members team-teach REACH first thing every Wednesday morning. Students often are presented with challenging social scenarios. REACH then allows students to devise effective means of observing, listening and responding to these challenges. This process leads the class to a greater sense of community and is truly effective in team-building.

Every Wednesday morning, Skokie students work the REACH program. They are presented challenging social situations and benefit greatly by working through the issues.

HOMEWORK CLUB

It’s no surprise that as kids get older, they typically want less help from their parents with homework. The Homework Club started six years ago in response to a real need to provide direction and instruction for certain types of learners. The Club provides a quiet environment in which students begin their homework independently with the assistance of teachers who work in their classrooms every day. Students thereby develop skills and strategies that help make homework more manageable. With increased confidence about the quality and timeliness of their schoolwork, students participating in the Homework Club become role models for other students.

ADVISORY UPDATES • by DAN SCHWARTZ, Principal, Washburne School

Ask a Washburne grad what they most remember about the school: nine times out of ten, they’ll recall their time in Advisory. The Advisory program has been in place since 1921! The goal of Advisory has always been to help students prepare to enter the bigger world of high school with a strong sense of self, both as responsible and independent civic contributors. Underlying this overall goal is an awareness that the transition to high school occurs when students are changing more than any other time in their lives and feel most vulnerable.

The Advisory program has continually evolved in response to changing needs. However, over the past two years, thanks to a Foundation teacher grant, a more comprehensive review of the program has taken place. We’ve asked ourselves:

- What do we really value in our Advisory system?
- Which aspects of the program do we want to retain?
- Are there components of the program that are no longer relevant?

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Over the years, Washburne’s After School programs have evolved to include a myriad of activities: Cross Country, Dungeons and Dragons, Future Cities, Cardio clubs, and the newest addition, the Homework Club. Each club provides an outlet for students’ diverse interests, while also building a sense of camaraderie beyond the academic day.

For the past 13 years, Victor Cooper has sponsored the Cross Country Club, with the goals of fostering a healthy athletic experience and encouraging a healthy lifestyle. Students compete at an individual level and as team players. Many of Mr. Cooper’s students continue cross-country at New Trier and other area high schools and even through college.

The Future Cities Club began about five years ago by an industrial arts teacher to stimulate students’ interest in engineering projects. One of the early projects was working to design and build CO₂ cars. This past year, a team of students entered a future city competition where they were awarded first place and went on to the national finals in Washington, D.C., a very proud moment for all of Washburne!

The Homework Club, our most recent addition, was formed in answer to students’ requests to have a place to go for homework help after school. It also provides, in the words of Dean Kokonis, one of the club’s sponsors, “Simply a place to hang out after school.”

Washburne’s advisory program dates back to 1921. Recent updates soon to be rolled out aim to better meet the needs of today’s students.

The goal of Advisory has always been to help students prepare to enter the bigger world of high school.

After School clubs are an outlet for students’ diverse interests while building camaraderie beyond the academic day.

Washburne Cross Country runners compete in an invitational meet held at the school. The team participates in several meets each year.
Teacher Initiative Grants

Teacher grants, funded completely by the Foundation, are selected after a careful review process conducted by a committee of administrative and faculty members and are ultimately approved by the Foundation Board. The committee evaluates an average of 25-30 proposals annually. The following grant concepts reflect the breadth of initiatives being undertaken at each of our District 36 schools. Take a moment to explore these innovative grants through the words of the teachers and captivating images of District 36 kids.

Exploring Energy with Toys

One Foundation grant, Exploring Energy with Toys, builds on the idea that students enjoy learning about energy by figuring out how toys work and how energy is transformed through toys. For example, using a simple push-n-go car, students learn that energy is transferred from hand to handle, from handle to spring, from spring to gear and eventually to the wheel. Understanding the transfer of energy using these simple machines gives students an appreciation for the mechanics of toys in measure equal to playing with them!

Irene Lo
5th Grade Science Facilitator
Skokie School

Puppet Theatre

A few years ago, Greeley School purchased a dozen puppets. Teachers were amazed by the excitement and creativity the puppets generated among students. The staff started to explore how they might tap into this enthusiasm and this year, through a Foundation grant, the school purchased a full-size puppet stage and approximately 100 puppets. The puppets are stretching kids’ imaginations, helping them bring stories to life and adding a whole new dimension to our Resource Center capability.

Ginny Hiltz
Former Resource Center Director
Greeley School

Learn-A-Thon

Last April, the Foundation held its first ever Learn-A-Thon—a two hour mini “fair” showcasing the myriad of innovative teaching tools that we have funded. From Froebel blocks, the Smartboard, document cameras, and Bosu balls, to the grandeur of the Earth Balloon, families had an opportunity to experience the many ways that learning comes to life through Foundation funding in District 36.

Julie Pfeffer
Curriculum Coordinator
District 36
“To Life!”

Studying the Holocaust is an important part of the language arts and social studies curriculum at Washburne. To Life! is a three-week unit, which we wrote, centered on the autobiography of Holocaust survivor Sidney Finkel. His novel, Sevek and The Holocaust: The Boy Who Refused to Die, documents in Finkel’s rich, authentic voice his experience as a prisoner of multiple German concentration camps from age six through twelve.

The most powerful part of the program for students is when Sidney Finkel visits Washburne and speaks to the 8th grade class. Through Foundation funding, To Life! allows us to take our teaching to another level, to a life and a world we would not otherwise understand. This is the story of a full life, a lesson of our shared humanity.

Tracy Silverman, Special Education Teacher, and Stephanie Welter, Social Studies Teacher
Washburne Middle School

Marcy Cook Math Cards

When kids cheer at a math activity, you know you’re on to something! Such has been the reaction since Hubbard Woods purchased Marcy Cook’s Math Cards. Through Foundation funding, the card program serves as a hands-on tool to further differentiate math work, allowing students to work independently and at their own level of development. In fact, Marcy Cook Math Cards have been so successful that they are now in use at all other District schools as well.

Judith Campbell
Math Resource Teacher
Hubbard Woods School

Lunch Program

Last year, the Foundation funded a committee of Crow Island faculty members to develop a strategic plan that focused on appropriate activities for kids at lunch and during recess. The plan helped us provide a fun and safe lunch and recess hour with stimulating activities, such as drawing, educational videos, games and computer time. This program has helped kids transition from lunch or recess back to the classroom, making afternoon class time a more enjoyable and productive experience for students and teachers alike.

Mike Dugo
4th Grade Teacher
Crow Island School
ARTIST-IN-RESIDENCE FUNDING

Research has proven that learning about the arts has a powerful impact on brain development and the process of learning. The District has demonstrated a commitment to arts education over the years. Since its inception in 1995, the Foundation has played a significant role by funding an Artist-in-Residence program, bringing veteran artists into each of our schools where students can experience the creative process firsthand.

Pioneer Dance Program with Jenny Armstrong

Using Foundation funds, Hubbard Woods School engaged performing arts consultant Jenny Armstrong to add elements of song, storytelling and dance to the third grade Pioneer curriculum. Armstrong now meets with third graders District-wide, providing a wonderful new experience for the Pioneer program. The dance portion of Armstrong’s program culminates with a Barn Dance, bringing all third grade classrooms together for a fun and artistic community experience. As teachers, we’re always looking for that big idea that will hold the children’s attention. Through programs like Jenny Armstrong’s, we hope to do just that!

Dana Bulan
Third Grade Teacher
Hubbard Woods School

Extravaganza with African Drummers

Paul Cotton and Sekou Conde

Skokie School first learned about Paul Cotton and Sekou Conde through their work at the Muntu Dance Theatre of Chicago. In April 2008, through a Foundation grant, the two musicians served as consulting artists-in-residence as part of the 5th grade Extravaganza. They taught basic African drumming skills while emphasizing the importance of community ensemble work, and provided students a closer connection to the African culture.

Amy Becker
Vocal Music Teacher
Skokie School
Since the time of Carleton Washburne, Winnetka has taken great pride in the quality of the teachers we hire, the ongoing engagement of our teachers in research and reflection about their practice, and the provision of a rich intellectual environment for all learners. This academic year, teacher research has undergone an extensive period of transition and growth.

Foundation funding not only allowed for a deeper and more rigorous exploration of various teaching and learning concepts, but also created enthusiasm among teachers who became increasingly familiar and interested in Teacher Research. It’s a program that enhances our teachers’ own learning as they investigate and analyze aspects of their teaching, which, in turn, enhances students’ learning.

Researchers follow specific research procedures, and, upon completion, share their findings with all staff. They also submit their work for publication consideration at either the local or national level.

RECENT FOUNDATION AWARDED GRANTS INCLUDE:

- Implementing Writer’s Workshop in the Middle School Curriculum – Betty Manley, Angela Gouveia, Peggy McMorrow and Alison Hawley, Skokie School
- A Literature Review of Empirical Research About Early Childhood Math Screening Tools – Peggy Bourke and Betsy Steele, Crow Island School
- Exploring the Impact of Child Teacher Relationship Training on Teachers’ Relationship-Building Skills and the Effects on Student Classroom Behavior – Allegra Magrisso, Crow Island School
- Investigating Assessment Methods and Interventions to Support Social, Emotional and Behavioral Needs – Molly Pope and Charlie Stearns, Hubbard Woods School

SUMMER INSTITUTE

Every other year for the past several years, the Foundation has underwritten a District 36 Summer Institute, designed to bring teachers and staff together. This year’s Institute aimed to help attendees gain a better picture of what the young learner will look like in the 21st century. The teachers had an opportunity to listen to the views of current and former District 36 students. They also heard from renowned speakers, including author Daniel Pink, who wrote A Whole New Mind; Stephanie Hamilton, senior manager of IT and learning technologies for Apple, Inc.; and Dr. Clark McKown, a licensed clinical psychologist in pediatrics who also is the associate executive director and research director of Rush NeuroBehavioral Center. Ms. Hamilton focuses on the technologies that will shape 21st century learning; Dr. McKown is an expert in the areas of child assessment and social development.

One attendee compared the Institute to the very best in corporate executive education, noting it offered teachers the thinking of renowned experts, interactive work sessions, collaborative worktime with non-peers to extend their perspective, and open-ended exploration in which people of all experience levels could participate. In other words, the Institute provided our teachers some of the very best learning we could offer, which could then be taken directly back to the children in the classroom.

Teachers spent two days at the Foundation-sponsored Summer Institute, learning from each other and several well-known speakers.
The Annual Plan for the Winnetka Public Schools Foundation embodies the visionary thinking of staff around ways in which the school district might provide unique opportunities for our students. Each school year the Superintendent of Schools confers with members of the Winnetka Public Schools Foundation Board, members of the School Board, and members of the District Leadership Team about creative ways in which Winnetka could benefit from the generosity of the Foundation. After an analysis of the needs of the school district and setting priorities by members of the leadership team, the Superintendent proposes projects to the Foundation Board for approval and then to the School Board for endorsement. With subsequent formal approval on behalf of the Foundation Board, fundraising begins with projects identified.

In that context, the following projects were approved for the school year 2009-10 by the Board of the Winnetka Public Schools Foundation.

**PROPOSED PROJECTS**

<table>
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<tr>
<th>Project Description</th>
<th>Amount</th>
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<tr>
<td>Teacher Initiatives</td>
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<td>Artist in Residence</td>
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<td>Leadership and Team Building (SEL)</td>
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<td>Teacher Research</td>
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<td>After School Programs</td>
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WPSF FINANCIAL STATEMENT
(unaudited)


REVENUES
Donations Received $158,978 $264,426
Investment Income 1,228 6,760
Total Revenue $160,206 $271,186

EXPENSES
Fundraising Expenses $10,753 $9,161
Administrative Expenses 5,490 4,245
Total Expenses $16,243 $13,406

Revenues in Excess of Expenses $143,963 $257,780
Current Year Fund Balance $4,463 (7,228)

Extraordinary Disbursements to District 36 139,500 265,008

TOTAL ASSETS
Beginning Fund Balance $254,618 $393,074
Current Year Fund Balance and Extraordinary Items 4,463 (138,456)
Ending Fund Balance $259,081 $254,618

TOTAL EXPENSES
Total Revenue $160,206 $271,186
Investment Income 1,228 6,760
Donations Received $158,978 $264,426

1) In FY 2005-2006 and FY 2006-2007, District 36 did not fully staff Literacy Coach positions provided for in the annual plans of those years. In FY 2007-2008, the Foundation disbursed these funds to the district to complete the funding of those prior year annual plans.

2) Honorary donations allocated to programs outside the usual funding plan.

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