

# LEARNERS

A Newsletter for the Winnetka Community of Learners



FALL 2019

THE WINNETKA PUBLIC SCHOOLS

www.winnetka36.org

## 100 YEARS OF PROGRESSIVE EDUCATION

By Joshua Swanner, Greeley School Principal

In 1919, The Winnetka Public Schools made a bold move in selecting 29-year-old Carleton W. Washburne as their Superintendent. Little did they know the degree to which Washburne would change the landscape of education in Winnetka. Over the course of his 24-year tenure, Washburne sought to implement a number of programmatic and philosophical shifts in teaching and learning, all of which were rooted in research, innovation, and the fundamental belief that children learn best through experiences. Some of Washburne's most notable focuses include:

**WHOLE-CHILD INSTRUCTION:** Academics are important. So too, however, are a child's physical, social, and emotional development. All aspects of a child's life are recognized and grown in concert, which leads to a more well-rounded child capable of navigating their complex world.

### STAFF AGENCY IN CURRICULUM DEVELOPMENT:

Winnetka educators hold an important role in developing, planning, and executing curriculum. "Locally-prepared" curriculum allows teachers to incorporate topics relevant to children and the community, tap into children's interests to guide planning and spark a love for learning, and differentiate to meet individual needs of students.

**INNOVATION, PLAY, AND CREATIVITY:** Teachers and students alike are encouraged to dream, play, and be bold in what they create. This can include incorporating the latest technology or research into instruction, experimenting with new or different hands-on learning activities, and solving real-world problems. In doing so, students and staff are able to see themselves as more than producers and consumers; they are capable innovators and creators.



Images above: Carleton Washburne poses at The Skokie School (top). Students were actively engaged in their learning – a Winnetka hallmark to this day (bottom).

# REDISTRICTING 2020

An imbalance in elementary school enrollment among the three elementary schools necessitated a review of school attendance areas in 2016. **At that time, the community experienced the widest disparity in elementary school student enrollments in over 50 years.** Due to this disparity in elementary enrollment, anticipated future enrollment levels at each elementary school, and a commitment to equitable educational programming and services, a shift in school attendance boundaries is required.

After three years of evaluating redistricting scenarios, **The Winnetka Public Schools Board approved Option 2 as the option best aligned to the Board's Redistricting 2020 Guiding Principles.**

Data shared by Cropper GIS, the District's demographer, suggests a stabilizing enrollment for the District over the next ten years, and a continued imbalance amongst our three schools without a change in attendance boundaries.

Feedback from the community as well as input from the Village and Winnetka Police Department was reviewed in order to make this decision. The Village and Police are committed to partnering with the District in efforts to make this transition safe for families.

The School Board also approved a plan to "phase-in" students. Phasing-in allows a subset of students to remain at their current school AFTER new boundary lines go into effect.

**The Board approved phasing-in the following students who reside in the redistricted zone (representing 2020-2021 grade levels):**

- All 4th graders
- 2nd and 3rd graders who attended D36 Kindergarten
- 2nd and 3rd graders who did not attend D36 Kindergarten
- 1st graders who attended D36 Kindergarten with an older sibling who attends Crow Island

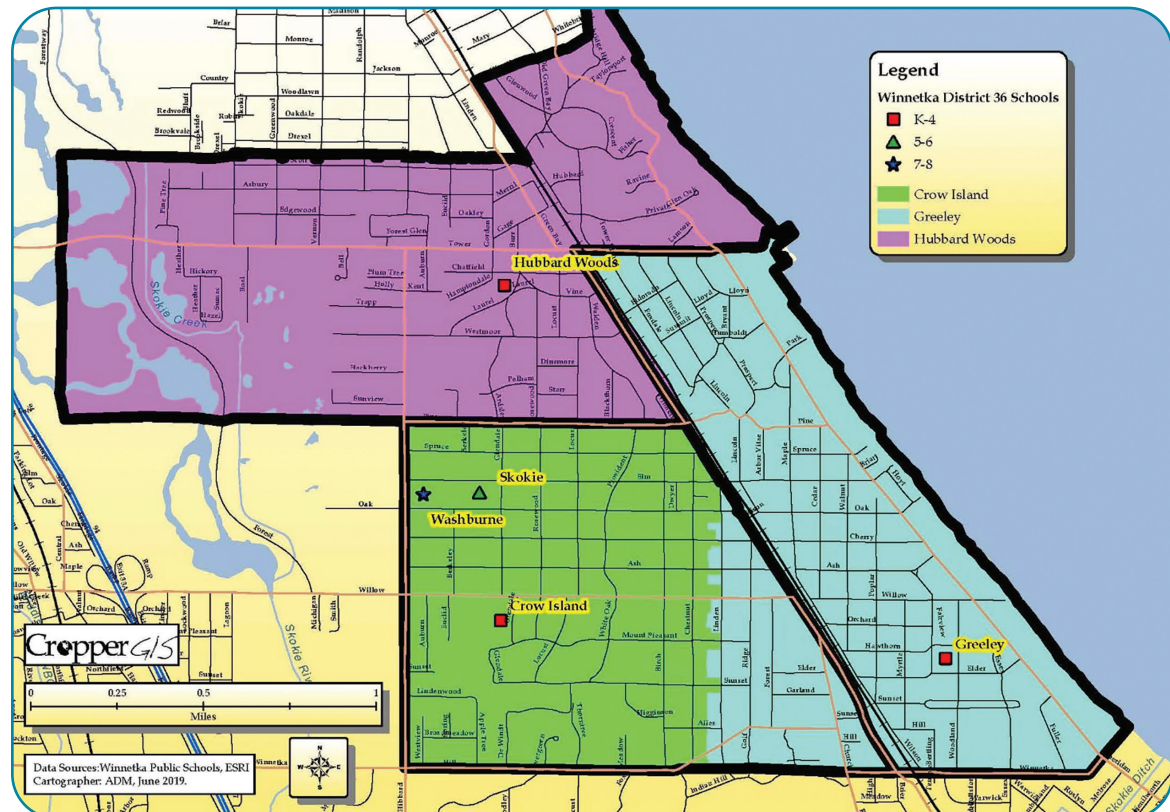
**Students who will not be given phase-in consideration are as follows:**

- Any newly enrolled students (even those with siblings already attending Crow Island)
- 1st graders who attended D36 Kindergarten with no older sibling at Crow Island

Visit [www.winnetka36.org](http://www.winnetka36.org) for more information.

## The Winnetka Public Schools Redistricting 2020 Option 2

Effective October 23, 2019





# SUPERINTENDENT'S MESSAGE

After a summer eagerly preparing for the return of our students, our school year is underway. It does not take long for our students to dive back into learning, as our teachers immediately create a welcoming and inspirational environment. Our continued dedication to the individual needs of each learner carries on each and every year.

The 2019-2020 school year marks a very important milestone in the history of The Winnetka Public Schools... the 100th anniversary of our commitment to Progressive Education. In 1919, Superintendent Carleton Washburne arrived in Winnetka and set our community on course for a century-long journey educating the WHOLE child.



**Trisha Kocanda, Ed.D.**  
Superintendent

**Our annual District goals will focus on Social and Emotional Learning, continuing Washburne's visionary leadership in this area.** In 2019-2020, we remain on track to complete many of our 5-year strategic goals. This summer, capital projects identified in our Educational Master Facility Plan (EMFP) to address necessary Health/Life Safety improvements, were completed. Additionally, Redistricting 2020 remains a focus for the School Board. In October 2019, the Board approved a Redistricting Plan to be implemented in fall 2020.

While we focus on the important work ahead of us, we keep the students at the center of every decision-making process. Our teachers wholeheartedly share this commitment. As one third grade student recently expressed, **"We just want to let you know that we really love our teachers!"** In addition to our teachers, we are grateful for a community that has a long-standing tradition of partnering with us to nurture the hearts and minds of its children. Thank you to The Winnetka Public Schools Foundation, our PTOs, and to the entire Village for the many ways you support our students. 100 years after Carleton Washburne pioneered the Progressive approach in our community, it continues to flourish thanks to our shared efforts on behalf of each and every student.



## 5 CORE COMPETENCIES OF SOCIAL & EMOTIONAL LEARNING

- 1 SELF AWARENESS
- 2 SELF MANAGEMENT
- 3 SOCIAL AWARENESS
- 4 RELATIONSHIP SKILLS
- 5 RESPONSIBLE DECISION-MAKING

SEL has also been known to 1) IMPROVE CLASSROOM BEHAVIOR, 2) INCREASE ONE'S ABILITY TO MANAGE STRESS, and 3) HELPS STUDENTS' ATTITUDES ABOUT THEMSELVES & OTHERS

**RESEARCH SAYS SEL PROGRAMS can have up to an 18-YEAR IMPACT on PERSONAL WELL-BEING and ACADEMIC SUCCESS**

**6 OF THE TOP 10 SKILLS** identified by the World Economic Forum involve **SOCIAL AND EMOTIONAL COMPETENCE**

**92%** of executives say **PROBLEM-SOLVING** and **COMMUNICATING** clearly are equal to, or outrank, technical skills

# BOARD PRESIDENT MESSAGE

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**As we begin another school year together, I am grateful for the strong collaboration Winnetka has among its educators, its parents, and the entire Village. As we continue to celebrate successes and address challenges together, the School Board remains focused on ensuring our schools provide the level of excellence in education that Winnetka expects for its youth.**

**As a Board, we continue to focus on ensuring that our schools meet the needs of all learners.** We strive to ensure that District curriculum engages and challenges every student. We encourage creativity and innovation by our amazing teachers. We provide special education services that align with current research and best practices. We monitor both performance and growth in our current and graduated students. Making sure our schools meet the highest educational standards year after year is a challenging, dynamic process, but data continues to demonstrate that our graduates are well-prepared for high school and beyond.

**The Board continues to prioritize careful stewardship of our finances and facilities.** At the August 2019 Board Meeting, we re-affirmed the Educational Master Facility Plan (EMFP), which serves as a foundation for future planning. Per the EMFP, the District will maintain (3) K-4 elementary schools, move grades 5-8 to Washburne School, and decommission The Skokie School within the next five years. This reaffirmation occurred after significant Board discussions, post-referendum community feedback, Board 2:1 sessions with community members, and the Board's review of Caucus survey results. The Board is evaluating options with the new architect, Perkins + Will, for making more cost efficient additions to Carleton Washburne School to hold grades 5-8 by 2023. The earliest date of another possible referendum would be March 2021.

Over the summer, we developed a 3-year priority facility plan to address the most pressing Health/Life Safety facility needs at all five schools, including mitigating the lead in the water, and ADA needs at Crow Island School. The plan will utilize fund balances amounting to an estimated \$11.2 million over 3 years and will not involve deficit spending in the District's operating funds. We are also committed to analyzing expenditures by cost per pupil to inform current and ongoing budget decisions.



**Dawn Livingston**  
Board President

**This fall, the Board finalized its Redistricting Plan for implementation in fall 2020 (see page 2).** We know this is a complex topic that has a lasting effect in our community, and we realize it directly impacts some Winnetka residents. While redistricting may be concerning for some, we ask all Villagers to understand that this change is necessary because the District's enrollment imbalance will not self-correct. We are in the midst of collaborating with the Village and Police leadership to implement a solution that:

- **Plans for optimal capacity and utilization at each elementary school**
- **Efficiently manages District resources while upholding our commitment to equitable educational programming for all students**
- **Returns Kindergarten to Crow Island in 2020**

I want to thank all the Village residents who have generously shared their time, their knowledge, and their perspectives with us during the numerous interviews and discussions we have conducted since the April referendum vote. We are a community with a broad range of opinions, but we all care about our children and the schools in which they learn.

**I encourage everyone to stay connected to what is happening in the District by attending School Board Meetings and engaging in productive discussions surrounding these topics. I invite you to come have coffee and talk with the School Board members who will be at Peets or another location throughout the year to hear your thoughts. (A schedule of times and locations for these sessions is available at [www.winnetka36.org/schoolboard](http://www.winnetka36.org/schoolboard).)**

The Board looks forward to continued creative problem solving with all of you. I am proud to live in a community and serve on a School Board that is not only committed to educational excellence, but is willing to work together to ensure that goal is a reality in Winnetka.



# FINANCIAL REPORT



## SCHOOL BUDGET

The District’s budget is a planning document that provides the financial framework to support The Winnetka Public Schools’ goal of providing students with a high-caliber education, while serving as responsible financial stewards. Developing and monitoring the District’s budget is a year-round activity, incorporating an array of logistical, legal, and regulatory mandates. Revenue is generated primarily from local property tax dollars, while expenses are determined by programmatic needs.

The School Board and staff are diligent about careful stewardship of these funds and work to deliver educational programs and maintain District buildings as efficiently as possible. This may result in surpluses or positive ending fund balances. When savings are realized, funds are held in reserve for future educational needs. A reserve can extend the time between referenda, ensure cash flow when tax payments are not received in a timely fashion, and may be used for unexpected expenses or reduction in revenue sources as currently contemplated by State legislative proposals.

## FINANCIAL STEWARDSHIP

The Board recognizes its obligations to taxpayers in fulfilling its stewardship of District finances and related reserves. In response to this commitment, over the past few years the Board has returned in excess of \$4 million to taxpayers through a rebate or rollback of property taxes. In December 2016, \$10+ million of bonds were refinanced for a tax savings of over \$700,000. In June 2017, the Board abated \$30 million in reserves to refund callable debt. This eliminated future property taxes of approximately \$39 million previously scheduled to pay principal and interest on the \$30 million of refunded debt.

In October 2018, the School Board approved the District’s first Educational Master Facility Plan (EMFP) in over 20 years. The EMFP is a facility plan and vision to guide decision-making and priorities over the next 10 years.

Currently, baseline facility needs such as Health/Life Safety items/projects, safety and security enhancements, ADA accessibility upgrades, HVAC upgrades with improved indoor air quality and temperature regulation, domestic water pipe replacement, and electrical capacity upgrades are being addressed and incorporated into the District budget as part of the EMFP.

### School Budget Cycle

- JANUARY**  
Budget Calendar Developed

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- FEBRUARY**  
Preliminary Staffing Plan Presented

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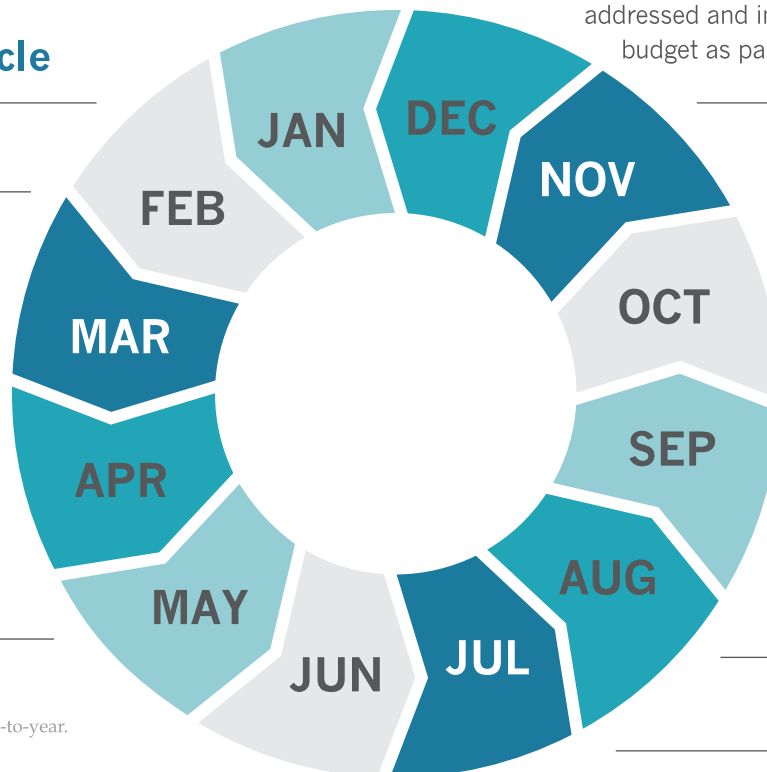
- MARCH**  
Staffing Plan Adopted

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- APRIL & MAY**  
Budget is Internally Developed and Refined

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- JUNE**  
Preliminary Budget Presented and Approved



- JULY**  
Annual Financial Audit Performed

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- AUGUST**  
Tentative Budget Approved for Public Display & Hearing

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- SEPTEMBER**  
Budget Hearing and Vote

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- OCTOBER**  
Independent Financial Audit Completed

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- NOVEMBER**  
Preliminary Tax Levy Presented and Discussed

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- DECEMBER**  
Tax Levy Approved

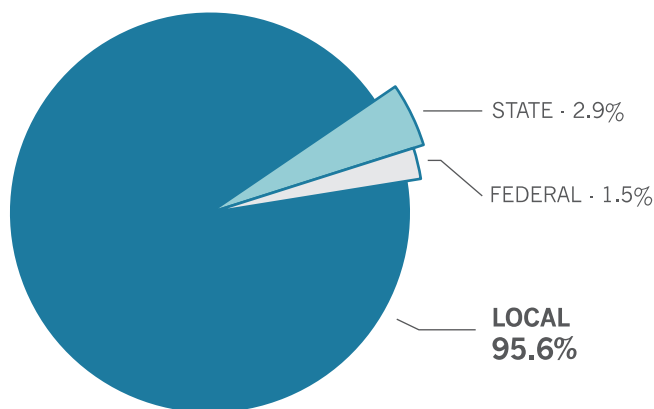
Note: Timing may vary slightly from year-to-year.

# FISCAL YEAR 2018 FINANCIAL REPORT

Thanks to the support of taxpayers and the careful stewardship of the School Board and staff, District 36 is in a sound financial position. The District maintains a AAA Bond Rating from Standard & Poor's, and the Illinois State Board of Education (ISBE) again bestowed its highest honor, "Financial Recognition" on The Winnetka Public Schools.

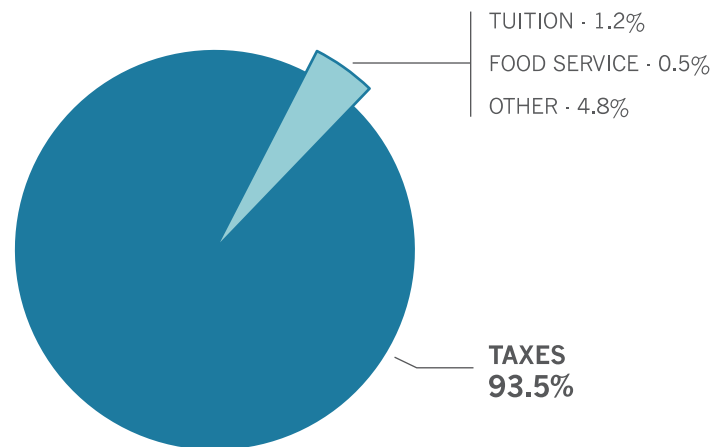
## Revenue by Source (All Funds)

District 36 receives 96% of its funds from local sources. Federal and state revenues are 4% of the District's revenues. Despite the poor financial situation in the state of Illinois, District finances have remained stable. However, due to economic conditions in the state and federal governments, future availability of revenue from both entities is at risk. This includes the potential of a significant reduction in local property tax revenues due to proposals to freeze property taxes.



## Local Revenue by Type (All Funds)

Property taxes are the primary source (94%) of Local Revenue for The Winnetka Public Schools. Traditionally, property tax revenues have been a reliable source of revenue. Proposed legislation by the State to freeze property tax revenues, if passed, could result in significant reduction in future operational revenues and reserves.



The Winnetka Public Schools Board approved the District's 2018 Tax Levy at its December 18, 2018, meeting. A property tax levy is an annual request to Cook County for the property tax revenue a school district needs to operate the district for the subsequent fiscal year.

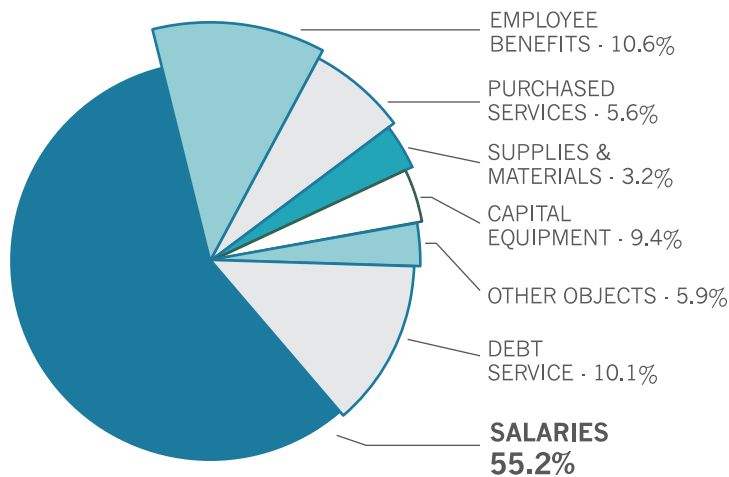
The Association of School Business Officials International awarded D36 the Certificate of Excellence in Financial Reporting (COE) for meeting high standards for financial reporting and accountability. This is the third consecutive time the District has received this recognition.

District 36 received the highest category from the ISBE in the areas of Fund Balance/Revenue Ratio, Expenditures/Revenue Ratio, Days Cash on Hand, and Short-Term Borrowing and maintains its AAA bond rating.



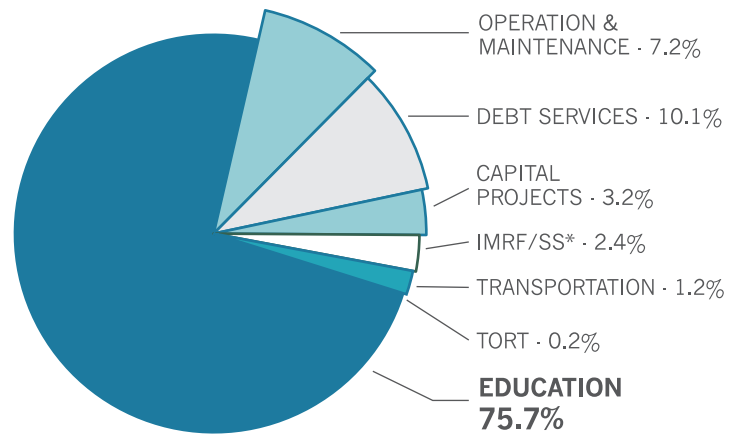
## Expenditure by Object (All Funds)

When expenditures are considered by type they are referred to as objects. Education is a people-driven enterprise. Salaries and benefits, primarily of teachers, associates, custodians, and other staff—those who provide outstanding direct educational experiences for students—constitute the majority of this (66%) category.



## Expenditure by Fund

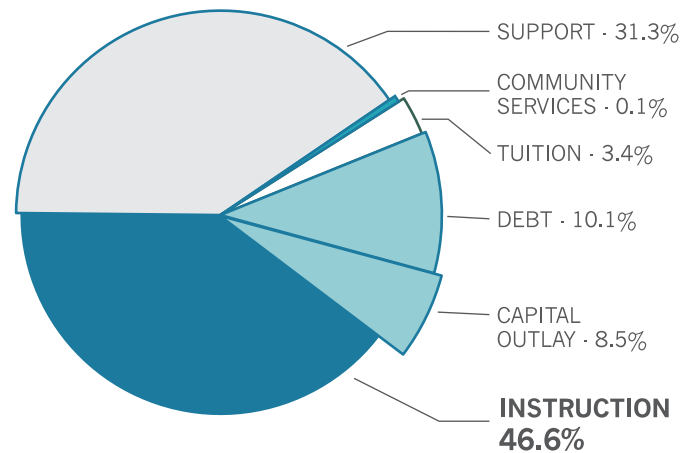
Per Illinois State Law, the District's budget is divided into categories, or funds. Each of these accounts has a specific purpose or function and funds are not fungible. Only limited types of transfers are permitted, and money in one fund cannot be used for expenses in another. For example, the District spent just over 10% of its local dollars on debt service and capital projects from these restricted funds which are not considered part of the District's Operating Funds.



\* Illinois Municipal Retirement Fund and Social Security

## Instruction Takes Priority

District budget priorities are guided by the singular goal of providing the best possible education for the children of Winnetka, while remaining fiscally responsible. This priority is reflected by how much money is devoted to teaching and learning. The majority (77%) of the District's budget is spent on Instruction and Instructional support. An important component of Instructional support is providing a favorable and safe environment for children to learn. The District adopted an Educational Master Facilities Plan in 2018. In 2019 the District proposed a referendum to fund this plan to the community that did not pass. This will require the District to look at other ways to fund critical Health/Life Safety improvements and other important needs in the schools, such as ADA accessibility and lead mitigation.



The Winnetka Public Schools received a "Recognition" distinction from the Illinois State Board of Education (ISBE). This represents the highest category of financial strength. District 36 received a score of 4.0 on a 4.0 scale.

## 100 Years of Progressive Education (cont'd)

The Winnetka Public Schools are excited to celebrate the 100th year of Washburne's impact. To be sure, Washburne brought a long-standing level of gravitas, respect, and global appreciation to our schools. More importantly, however, are the fundamental guiding principles that we hold to this day. The whole child must be cared for, taught, and grown both within and outside of our schools. Teacher involvement in the creation and execution of curriculum allows instruction to more readily meet the individual needs of each learner. A spirit of innovation, play, and creativity model an approach and mindset that will serve children well as they mature into their role as citizens and enter the workforce.

Images on this page: Students engaged in science exploration (left). Elementary students actively engaged in a variety of learning experiences (right).

**“Washburne's legacy is enduring - I believe that his vision for individualized learning is largely why I am who I am today. In my opinion, there is no better way to educate students than with a child-centered approach. I was able to reach my full potential as a student, as were our three children. Learning in Winnetka has inspired me as a student, parent, historian, and volunteer.”**

Patti Van Cleave, Alumna (Washburne Class of '72)



## Remembering Jennifer Pehlke

Our school community recognizes the incredible service of former School Board Member, Jennifer Pehlke, who passed away in May 2019. Jennifer truly lived a life devoted to making a difference for others. A mother of three, Jennifer advocated for all children in Winnetka and was passionate about ensuring excellence in our schools.

Jennifer served on the School Board for four years (April 2015-April 2019) and consistently displayed patience, empathy, and genuine kindness toward others. During this time, Jennifer was: Board Secretary and served on numerous committees on the Board; the Board's representative on the North Shore Special Education District Board; a member of the Core Team and instrumental in shaping the District's Educational Master Facility Plan.

In addition to her many responsibilities on the Board, Jennifer was an educator at the college level for many years. Her expertise in education was invaluable during her years of service.

The Winnetka Public Schools extends our sympathy and support to Jennifer's husband, Brian, and her children Julia, Greta, and Charlie Zimmer. Her effervescent spirit, witty sense of humor, and gentle disposition will forever be captured in our memories.





# ALUMNI SPOTLIGHT

## Making a Difference in the World Through Military Service

Alum Austin Welch graduated from United States Military Academy at West Point in 2015 as Cadet First Captain and Brigade Commander. In this role, he served as the senior cadet in charge of more than 4,400 cadets at West Point. Welch is currently a Captain serving as a Company Executive Officer under the U.S. Army Special Operations Aviation Command. In addition to his military duties and passion for aviation, Welch is also a determined athlete who completed the 2015 Boston Marathon carrying an American flag.

Reflecting on his time in the District, Welch says, **“My experience in The Winnetka Public Schools was undeniably impactful and inspiring for one main reason: the teachers. I believe teachers are so uniquely positioned to leave indelible footprints on the hearts and minds of their students and I have countless examples of Winnetka educators doing so in my life...They helped to push and encourage me to become the man they knew I could be and for that I am exceedingly grateful.”**



Welch shares this advice with students interested in following in his footsteps: “Having the opportunity to take part in earning the freedom enjoyed by our nation is an incredible honor. Even if the military isn’t for you, find a meaningful way to give back to your community. There are countless ways you can get involved and make a difference in your own way.”

## Using Technology to Help Students in Need

Through their organization Binary Heart, which is “dedicated to empowering the next generation of innovators,” many New Trier students – several of whom are Winnetka Public School alums – are making a meaningful difference in the world. Seven million tons of usable electronics are discarded annually, yet millions of students nationwide do not have access to home computers or internet access. By using their technology expertise to refurbish computers and other digital tools to donate to students in need, Binary Heart’s members fulfill their mission to “empower minds to seize the digital age.” At community drives, Binary Heart has collected thousands of computers and other electronic devices.

This spring, Binary Heart co-founder Marzuk Rashid (Washburne Class of 2015) was the recipient of the Youth Achievement Award at the Winnetka-Northfield Chamber of Commerce Recognition Lunch. “Ever since I started coding in second grade, I have been fascinated by the power of computers. However, when I learned that many kids do not have access to this amazing resource, I knew that something had to be done about it. By providing these students with computers, I believe that we can help them succeed through their education, and their future careers.”



Reflecting on how The Winnetka Public Schools influenced his path, Rashid notes that, **“My teachers always accommodated all methods of learning, and my friends were always supportive. I think that this environment taught me to fully appreciate myself and others.”** The recent New Trier High School graduate is currently a freshman at University of Illinois where he is studying Computer Science.

### Do you have an alumni story to share?

Please contact Communications Coordinator (and *Learners* editor) Kate Hughes at [katehughes@winnetka36.org](mailto:katehughes@winnetka36.org).

# THE WINNETKA EXPERIENCE



## MAKING A MEANINGFUL DIFFERENCE

This past school year, students were dedicated to helping others in a multitude of ways...

During the 2018 Thanksgiving season, the Crow Island community filled two SUVs with items for the New Trier Township Food Pantry as part of its PTO-led “Showers of Gratitude” project.

Middle school students raised nearly \$30,000 for causes including St. Baldricks and the Skokie/Washburne Dance Marathon (which benefited Lurie Children’s Hospital).

In their 4th annual Trick-or-Treat for Canned Goods event, a sixth grade team at Skokie collected over 105 bags of food for the New Trier Township Food Pantry.



## EXPERIENTIAL LEARNING

In D36, our tradition of Experiential Learning, “learning by doing” continues to thrive. A few examples of the Winnetka Experience are showcased below.

The Skokie School celebrated International Women in Mathematics Day. Mathematician and educator, Annie Fetter, led problem-solving sessions throughout the day.

NYC-based artist and designer, Marco Santini, whose award-winning work is featured at art festivals internationally, collaborated with Hubbard Woods students on a vivid mural.

Fourth graders participated in Immigration Day at the Winnetka Community House, an interactive opportunity to learn about the immigrant experience together.

Crow Island second graders learned about marine life by transforming their classrooms into oceans and painting life-sized sea creatures.

Hubbard Woods hosted its first Film Festival, featuring films created by students. Fourth graders wrote, produced, publicized, and performed an opera, inspired by a field trip to The Lyric Opera of Chicago.

Kindergarten students engaged in their annual study on the Birds of Winnetka, which includes exploring habitats, photography, painting, reading, and more. An Owl Master visited Greeley in the spring.

Skokie students participated in a service learning Geo-Inquiry process around the Skokie Lagoons. Students collected and geo-tagged trash with Backyard Nature Center.

Image at top of page: Students from The Skokie School collected over 105 bags of food for the New Trier Township Food Pantry. Image at left: Skokie students engaged in an environmental Inquiry Project at Skokie Lagoons



## LEADERSHIP IN ACTION

In Winnetka, we are a Community of Learners, dedicated to supporting our peers to reach our highest potential. A few recent highlights include...

The Washburne and Skokie First Lego League (FLL) competed in the FLL qualifier over the winter. The Washburne Nerd Herd won the Core Values award and advanced to the state tournament.

Student technology advocates traveled to the Illinois State Capitol to meet with legislators during Tech 2019.

Middle school students annually attend Futures Unlimited, an educational program that provides eighth-grade girls with opportunities to explore diverse careers in STEM.

A record number of guests joined students to learn about technology during #HourofCode.

Visitors from Tokyo were welcomed at Greeley to learn more about progressive practices and our philosophy of learning by doing.

At the Winnetka-Northfield Chamber of Commerce 43rd annual Recognition Lunch, the Man of the Year was awarded to Washburne Kinetic Wellness teacher, Victor Cooper, and the Educator of the Year was presented to Dr. Daniel Ryan, who most recently served as Assistant Superintendent for Professional Learning and Human Resources before his retirement.



Image above: The Washburne Nerd Herd won the First Lego League Core Values award and advanced to the state tournament in January 2019. Image below left: Mr. Cooper and Dr. Ryan, Winnetka's "Man of the Year" and "Educator of the Year." Image below right: Hubbard Woods students welcomed friends and neighbors from the Village to Bring Your Neighbor to School Day, which was hosted at all elementary schools throughout the year.

District educators helped plan and facilitate the 4th Annual Preschool Kindergarten Summit, in collaboration with The Alliance for Early Childhood. The event attracts educators nationwide.

The District partnered with educators from NSSED and Lake Forest School Districts 67 & 115 to present on best practices for inclusive schools at the TASH Conference in Portland, Oregon.

Linda Wehrheim, Executive Assistant to the Superintendent and Secretary to the Board, was the 2018 recipient of the Holly Jack Award from the Illinois Association of School Boards. This prestigious award recognizes extraordinary work and service to public schools.

Over 200 neighbors were welcomed to Bring Your Neighbor to School Days at Crow Island, Greeley, and Hubbard Woods in 2018-2019.





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*Chief Financial Officer*

Kelly Tess  
*Assistant Superintendent of Professional Learning and Human Resources*

Beth Martin  
*Director of Student Services*

Maureen Miller  
*Director of Technology*

Barry Rodgers  
*Director of Innovation, Teaching and Learning*

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*Principal*

**GREELEY SCHOOL**  
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*Principal*

**HUBBARD WOODS SCHOOL**  
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Beth Carmody  
*Principal*

**THE SKOKIE SCHOOL**  
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Betty Weir  
*Principal*

Larry Joynt  
*Assistant Principal*

**CARLETON WASHBURNE SCHOOL**  
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Andrew Fenton, Ed.D.  
*Principal*

Benjamin Horwitz  
*Assistant Principal*

**SCHOOL BOARD**

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**www.winnetka36.org**

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Youtube: [The Winnetka Public Schools](https://www.youtube.com/TheWinnetkaPublicSchools)

**COMMUNITY VOICES:**  
The Winnetka Public Schools is celebrating 100 years of Progressive Education. Alumni reflect on their 'Winnetka Experience:'

**"I cherish my D36 progressive education because it emphasized creativity."**

2014 Washburne Alum

**"I was offered lots of opportunities and the flexibility to pursue my interests."**

2014 Washburne Alum

**"The 'Winnetka Experience' is something special."**

2005 Washburne Alum

**"I absolutely believe in the 'Winnetka Experience'... it was a very warm and fostering environment."**

1999 Washburne Alum

**"My teachers always accommodated all methods of learning... this environment taught me to fully appreciate myself and others."**

2015 Washburne Alum

**"Experiential learning allowed me to truly enjoy going to school and gave me confidence in my own learning abilities."**

2016 Washburne Alum

**"My strong love of learning and educational roots were developed and fostered in The Winnetka Public Schools."**

2005 Washburne Alum

**"Projects were experiential and encouraged us to think outside the box."**

2014 Washburne Alum