

TO: Dr. Mike Riggle

FROM: Rosanne Williamson

RE: FOIA Requests

DATE: September 7, 2016

FOIA Response:

Please see the attached email response. Responsive documents can found online at <http://il.glenbrook.schoolboard.net/board>.

Background:

The Freedom of Information Act (FOIA - 5 ILCS 140/1 et seq.) is a state statute that provides the public the right to access government documents and records. A person can ask a public body for a copy of its records on a specific subject and the public body must provide those records, unless there is an exemption in the statute that protects those records from disclosure (for example: records containing information concerning student records or personal privacy).

A public body must respond to a FOIA request within 5 business days after the public body receives the request or 21 business days if the request is for commercial purpose. That time period may be extended for an additional 5 business days from the date of the original due date if:

- The requested information is stored at a different location;
- The request requires the collection of a substantial number of documents;
- The request requires an extensive search;
- The requested records have not been located and require additional effort to find;
- The requested records need to be reviewed by staff who can determine whether they are exempt from FOIA;
- The requested records cannot be produced without unduly burdening the public body or interfering with its operations; or
- The request requires the public body to consult with another public body who has substantial interest in the subject matter of the request.

If additional time is needed, the public body must notify the requester in writing within 5 business days after the receipt of the request of the statutory reasons for the extension and when the requested information will be produced.



Elaine Geallis <egeallis@glenbrook225.org>

Re: Official foia request regarding stem program at district 225

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Fri, Aug 26, 2016 at 11:51 AM

To: andrew goldberg <drewidia@hotmail.com>

Bcc: egeallis@glenbrook225.org

Dear Mr. Goldberg

Thank you for writing to Glenbrook High School District 225 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On 8/19/2016 we received your request for the following information:

- STEM Program Documentation: All documents related to the STEM Program at GBS/GBN including but not limited to, admission policy and process materials, acceptance criteria.

District Response:[GBS Course Offerings 2016-2017](#)

Please see attached documents. Both schools offer Project Lead the Way (PLTW) courses, which are considered STEM curriculum. GBN does not offer a STEM Learning Community Program; therefore, outside of PLTW, no documents exist that are responsive to Stem Learning Community for GBN.

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
Glenbrook High School District 225
3801 West Lake Avenue
Glenview, IL 60026

On Thu, Aug 18, 2016 at 9:09 PM, andrew goldberg <drewidia@hotmail.com> wrote:

Regards,

Andrew Goldberg
Sent from my iPhone

--

Rosanne Williamson Ed.D.
Assistant Superintendent for Educational Services
Glenbrook H.S. District 225
3801 West Lake Ave.
Glenview, IL 60026
[847-486-4701](tel:847-486-4701)

4 attachments



GBS CopyofScienceInfoforHandout-January2016.pdf
92K



GBS Stem Learning Community StudentSelectionProcessSelectionCriteria-FOIARquestAug2016.pdf
439K



GBSCopyofCTEAppliedTechnologyCurriculumNightInfoSheet.pdf
101K



GBN PLTW Course Descriptions and Pre-requisites.pdf
286K

Science

Instructional Supervisor:

Jeff Rylander
Telephone and voice mail: (847) 486-4631
e-mail: jrylander@glenbrook225.org

Graduation Requirements:

GBS requires two years of science (2.0 units). Most colleges require at least 3 years of science but prefer 4 years. GBS students graduate with an average of 3.5 units of science.

Curriculum and Placement goals:

The Science Department attempts to place students in courses that meet their needs, interests and career goals. Students are challenged to reach their potential and be prepared for an increasingly technological world. The department goal is to have every student take a biology, chemistry, and physics course by junior year, in order to better prepare them for the college admissions process and college entrance exams.

Freshman Course Options and Placement Criteria:

Biology TEAM: Biology TEAM and Physical Science TEAM make up a two-year program of study designed for students who learn best with a hands-on, project-oriented approach. The first year of the sequence is designed to develop basic science skills. Biology topics comprise the content of the course. Typical placement is < 10th local percentile.

Biology Studies: Our introductory biology course for college-bound students, Biology Studies provides a laboratory-centered study of structure, function and adaptations of living organisms. This structured course strongly supports the development of reading and study habits. Typical placement is 10th to 35th local percentile.

Biology LA: This is *a language-assisted* version of Biology Studies, described above. Emphasis is placed on learning biological concepts and developing language skills within a science context. Placement is by recommendation of the ELL Coordinator.

Biology: This Biology course is the foundation of our science sequence. The concepts, which are supported by a strong laboratory component, stress the interrelationships among living organisms and the biosphere, including the effects of human activities on the natural environment. Typical placement is 35th to 75th local percentile.

Biology Honors: An in-depth study of biological concepts for highly self-motivated, science-oriented, college-bound students. Students will continue in honors science courses, culminating in Advanced Placement courses in their senior year. Typical placement is 75th-99th local percentile.

STEM Physics Honors: An integrated program of study in which students will be co-enrolled in the PLTW Introduction to Engineering Design Honors class and an advanced math course. Placement is by application (due January 29, 2016) into the STEM Learning Community. Students are typically in the 75th-99th percentile.

Average Amount of Homework:

Team, Studies, and LA students can expect approximately 30-40 minutes of homework for a class (which meets every other day). Biology is approximately 60 minutes. Biology Honors and STEM Physics honors classes can expect 60-75 minutes over two nights, typically.

STEM Learning Community Student Selection Process Timeline

(dates are approximate)

Date	Event
October 21	Middle school teachers reminded of placement process at fall Northfield Township Science Articulation meeting
Late November	Email #1 (below) regarding SLC timeline and process sent to 8th grade science teachers in case they were not able to attend the placement process discussion
December 1	Application goes live and email #2 (below) sent home to all incoming freshmen families with a link to the STEM Learning Community website (tinyurl.com/gbsstem) where they could find out pertinent information and better understand the application and selection process
January Counselor Meeting	Counselors alerted to timeline through presentation #1 (below)
Mid January	Incoming Freshmen Curriculum Night--STEM Learning Community is shared as one of many curricular opportunities for students
Mid January - End of January	Middle school placement discussions with each 8th grade science teachers from Attea, Springman, Maple, Field, Christian Heritage Academy, St. Catherine's, and Science & Arts Academy who have students that will be attending GBS in the fall.
January 31	STEM LC Application Deadline
February 2-5	STEM LC teachers read/score student application responses; all placement and application data is organized into selection file
February 5	STEM LC selection meeting occurs. This is a meeting involving the teachers involved in teaching STEM LC classes along with Ms. Hall and Mr. Rylander. A description of the selection process is show below in Table #1.
Second Week of February	Students receive blue sheet with science placement; if applied to STEM LC, placement reads TBD
February 17	Acceptance, non-acceptance, and waitlist letters sent via email (Emails 3, 4, and 5 below) to all applicants and parents for whom email was provided in student applications
February 17	Scheduler and counselors notified of each students' status
Last week in February	Deadline for acceptance confirmation

Email #1:

Memo Line: Science Recommendations Discussion with 8th Grade Teachers

Hi 8th Grade Science Teachers,

Thanks in advance for your important part in the science recommendations discussions that you will have with your students and later with me. Here are some materials and the timeline for the recommendations process:

- **December 1 - December 18:**
 - Please take a few minutes in your science class to share a brief overview of the GBS science program by showing this [Overview of GBS Science Presentation](#). (Speaker notes are below each slide and may be viewed as you give the presentation using "Present with Speaker Notes")
 - Share the STEM Learning Community brochure (you should be receiving many copies of this in your school mailbox no later than December 7) with any students who are interested in finding out more about the SLC. Interested students will need to visit the STEM Learning Community website (tinyurl.com/gbsstem).
 - Please complete the online course recommendations process. You may want to refer to this [Recommendations Process Guide](#) which includes the study skills rubric.
- **Early January:**
 - I will be contacting you to set up a meeting (approximately 1 hour/teacher) to discuss incoming freshmen recommendations
- **Thursday Evening, January 21:**
 - All incoming 8th graders will be invited to the GBS Curriculum Night. This will be a great opportunity for family to learn about all our science offerings including the STEM Learning Community
- **Friday, January 22:**
 - Some STEM Learning Community students/teachers are interested in coming to your middle school on Friday, January 22, 2016, for a short (30 minute or so) STEM Learning Community presentation and to answer questions that students might have. If possible, we would like to do one presentation/school for those students who are interested in applying and/or finding out more information. Middle School Teachers: By December 18th, please [sign up for a time](#) that would work with your school's schedule.
- **Second Week of February**
 - Families will be receiving high school placement information through the mail
- **End of February**
 - STEM Learning Community applicants notified of acceptance (via email)
 - Science appeals exam (offered at GBS on two different afternoon from 4:00-5:30 p.m.)
- **Early March**
 - Families notified regarding appeals exam results

On behalf of the GBS Science Department, thanks so much for preparing your students with the skills necessary for success in science at the high school. In addition, I am grateful for your important part in the recommendations process.

Sincerely,
Jeff Rylander

Email #2:

Memo Line: Message for Incoming GBS Students: STEM Learning Community

Dear Incoming 9th Grade Students & Parents,

We would like to introduce you to an exciting opportunity for a select group of incoming 9th grade students called The **STEM Learning Community**. The STEM Learning Community (SLC) is an integrated program of study for academically strong Glenbrook South students who have identified themselves as students desiring to take integrated STEM

(Science-Technology-Engineering-Mathematics) coursework and for whom pursuing a STEM-related field in the future is a significant possibility. Distinctives of this program include:

- Integrated project-based science and Project Lead the Way pre-engineering curriculum with potential college credit
- Faculty with extensive experience in science, engineering, and education
- Unique STEM-related experiences (integrated design projects, mentoring and internships, competitions) in a community of learners

Students who are interested in being considered for this program must complete an [application](#) by **January 29, 2016**. You can find out much more about the STEM Learning Community by visiting the SLC website at tinyurl.com/gbsstem, by attending the GBS curriculum night on the evening of January 21, 2016, or by contacting program co-directors Jeff Rylander or Dawn Hall.

Looking forward to having you as a Titan,

Jeff Rylander


Instructional Supervisor - Science
jrylander@glenbrook225.org
(847) 486-4631

Dawn Hall

Instructional Supervisor - Career & Technical Education
dhall@glenbrook225.org
(847) 486-4412

Presentation #1:

Presentation Title: Science Update for Guidance

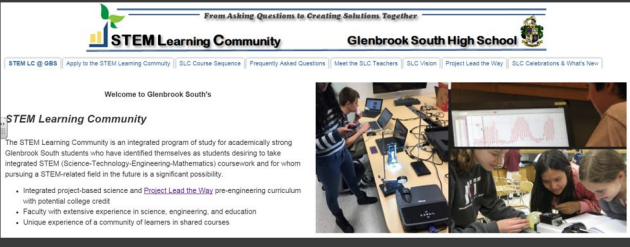


SCIENCE UPDATE
FOR GUIDANCE

January 2016

STEM LC selection process for class of 2020

tinyurl.com/gbsstem



From Asking Questions to Creating Solutions Together

STEM Learning Community Glenbrook South High School

STEM LC @ GBS | Apply to the STEM Learning Community | SLC Course Sequence | Frequently Asked Questions | Meet the SLC Teachers | SLC Vision | Project Lead the Way | SLC Collaborators & VM's News

Welcome to Glenbrook South's

STEM Learning Community

The STEM Learning Community is an integrated program of study for academically strong Glenbrook South students who have identified themselves as students desiring to take integrated STEM (Science-Technology-Engineering-Mathematics) coursework and for whom pursuing a STEM-related field in the future is a significant possibility.

- Integrated project-based science and [Project Lead the Way](#) pre-engineering curriculum with potential college credit
- Faculty with extensive experience in science, engineering, and education
- Unique experience of a community of learners in shared courses

STEM LC selection timeline for class of 2020

Process	Date
Email communication about STEM LC sent to incoming families with link: tinyurl.com/gbsstem	December 2015
Application Deadline	January 29, 2016
Blue Sheets Sent out with "pending" placement for any STEM LC applicants	Early February 2016
STEM LC Families notified via email and letter of science placement	Late February 2016
Letter of Commitment	Early March 2016

Table #1:

STEM Learning Community Student Selection Criteria and Process

1. Student selection criteria

<p>Placement Data / Information</p>	<p>Application (Application Link)</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfovL2H3gbdZm4wHTidEp8THDy9GXvFgHyn-v4VQFHxa3sBg/viewform</p>
<ul style="list-style-type: none"> ● Honors placement in Science ● Math placement in Geometry Honors, Advanced Algebra, Advanced Algebra Honors, or higher ● 70% LP or greater in Reading, Math and CSI ● Study Skills Score of 4 or 5 out of 5 ● 8th Grade Science and Math Grades of B+ or Higher ● Teacher Recommendation / Comments 	<ul style="list-style-type: none"> ● Each of the below desired qualities is assessed based on a short essay question (and one video) in which the evaluating teacher uses a rubric to assign a 1, 2, 3, or 4 to the student responses <ul style="list-style-type: none"> ○ Ability to work in team ○ Engineering interest ○ Creative design ○ Project experience ○ Self-assessment ○ Determination/persistence ○ Video response to “What will I bring to the SLC?”

2. Student selection process

- The above information is collected in a master spreadsheet viewable to each member of the SLC team. Each SLC team member reads all student responses to one application essay question and assigns a score (1-4) based on student responses. (The team member has developed and shared ahead of time the qualities that make a response a 1, 2, 3, or 4.) The team meets and considers each student based on these criteria.
- 48 students are invited to participate in the STEM Learning Community with a numbered waitlist of approximately 10 students. Any student also accepted in the Academy of International Studies is given approximately five days to decide in which program he/she would like to participate. For students who do not decide to be a part of the STEM Learning Community, a waitlisted student is invited to participate.
- Students who are not selected to participate in the STEM Learning Community are encouraged to consider taking both the recommended science course as well as the PLTW Introduction to Engineering Design course as well as to participate in the myriad of STEM-related extracurricular activities open to all students at GBS.

Email #3:

Email of Acceptance Notification

February 17, 2016

Dear xxxxx,

Congratulations! You have been accepted to be a part of the STEM Learning Community. You are one of a select group of incoming GBS freshmen who have been admitted to this exciting and innovative program of study in the STEM (Science Technology Engineering Mathematics) areas. While you will be stretched by your teachers and peers over the next several years in this program, know that you will also be supported and provided many exciting opportunities that will prepare you immensely for your future. With an engineering focus to prepare you for future careers, this program involves a commitment to take 4 years of science, 4 years of engineering, and 4 years of mathematics. The required courses are included.

As there are several students who have been placed on the waiting list, at this time it is important that you confirm your acceptance into the STEM Learning Community by way of the attached commitment letter. We ask that you return this commitment letter either via email, fax, or mail no later than **Friday, February 26, 2016**.

Fax: 847-486-4227
Email to: Laura Albeker lalbeker@glenbrook225.org
Mail: STEM Learning Community
% Laura Albeker
Glenbrook South High School
4000 W. Lake Avenue
Glenview, IL 60026

If you have been accepted to the Academy of International Studies as well, know that you must make a choice between these two programs. If this is the case, you must let us know which program you intend to be a part of by emailing Laura Albeker your decision no later than **Monday, February 22, at 3:00 p.m.**

Once again, on behalf of the STEM Learning Community team, we are very excited to welcome you to Glenbrook South. We look forward to working with you in the fall! Should you have any questions, please feel free to call or email one of us.

Sincerely,

Jeff Rylander
Instructional Supervisor for Science
(847) 486-4631
jrylander@glenbrook225.org

Dawn Hall
Instructional Supervisor for Career & Tech Ed
(847) 486-4412
dhall@glenbrook225.org

STEM Learning Community Course Descriptions

Science

With intentionality we have designed a course sequence that provides students both a strong introduction to the three core science disciplines of physics, chemistry, and biology, while integrating these courses with their paired engineering course. During a student's senior year, he/she will choose one Advanced Placement science course in which to enroll while working on a related capstone engineering project as part of the Engineering Design and Development course.

Freshmen Year: STEM PHYSICS HONORS 173

Sophomore Year: STEM CHEMISTRY HONORS 173

Junior Year: STEM BIOLOGY HONORS 173

Senior Year: AP BIOLOGY, AP CHEMISTRY, AP PHYSICS or AP ENV. SCIENCE 283

Engineering

The Project Lead the Way nationally certified pre-engineering program of study involves a sequence of courses in the STEM Learning Community, and outside the STEM Learning Community, that provides students the opportunity to experience and build skills in key areas of engineering as they identify potential career pathways. The first course is intended to be a foundational course in which students build skills they will use throughout the program, gain awareness of potential engineering careers and develop proficiency in the design process and industry standard software. From there students will experience mechanical engineering, digital electronics, and then the capstone course Engineering Design and Development during which teams of students will identify and develop a solution to a real-world problem. The integration of science and engineering provides additional experience for students in developing analytical and problem solving skills as they prepare for college and career.

Freshman Year: STEM Introduction to Engineering Design 173

Sophomore Year: STEM Principles of Engineering 273

Junior Year: STEM Digital Electronics 573

Senior Year: STEM Engineering Design & Development 473

Mathematics

Several math and computer science courses are available for students. Students will be placed in these courses based on performance in prior mathematics course and the sequence of courses offered. For students in this pathway, we strongly encourage selection of rigorous mathematics courses.

STEM Learning Community Commitment

The STEM Learning Community (SLC) is a community of students and educators committed to developing scientific, mathematical and engineering habits of mind while asking STEM-related (Science, Technology, Engineering, Mathematics) questions and solving problems together. To this end, your involvement goes beyond a commitment to your teachers but to your peers as well. Outlined below are expectations that we have of those who will be part of the STEM Learning Community:

- I understand that I am a member of a community of students committed to asking questions and solving problems that will often require working as a team.
- I understand that developing the engineering habits of mind will require persistence and determination as optimal solutions are rarely developed in the first iteration.
- I understand that learning in the 21st century occurs in both physical and digital domains, and that scientists and engineers must use both to successfully engage as learners and as professionals. I am committed to using technology to learn, stay connected, and create.
- While much of the community experiences will be 'in class' learning, I understand that learning experiences are enhanced by connecting students beyond the classroom in challenge opportunities, competitions, and authentic learning experiences. As much as I am able, I am committed to being a part of these extensions to the classroom.
- I also understand that there is an expectation to successfully complete (grade of at least C) my coursework in science, PLTW engineering, and mathematics in order to continue in the SLC.

I am committing to be a part of the STEM Learning Community beginning in the fall of 2016. I understand that this is a four year program of study and, provided I maintain a grade of at least a C in each course, I intend to be a part of this program throughout high school.

Student Signature Date

Parent Signature Date

Email #4:

Email of Waitlist Notification

February 17, 2016

Dear xxxxx,

Thank you for applying to be a part of the STEM Learning Community at Glenbrook South. The number of applicants far exceeded the number of students that we are able to admit to the program at this time. You are being placed on our waitlist. At this time we will maintain your current science placement in

Biology Honors 173

for the upcoming school year. We are very excited to share that we are strongly recommending you to the Project Lead The Way Introduction to Engineering Design Honors course given your interest and aptitude for STEM. We will share this recommendation with your counselor as you will meet with them in the next few weeks. Should a position in the STEM Learning Community open up over the next several weeks, we will contact you and ask you if you are still interested in being a part of the program for the fall. If an opening does not materialize, we encourage you to continue to pursue engineering at GBS in the PLTW pre-engineering program. In addition, you can be part of the GBS science and engineering community by participating in over 10 science and engineering clubs.

Should you have any questions, please feel free to email either one of us or give us a call.

Sincerely,

Jeff Rylander
Instructional Supervisor for Science
jrylander@glenbrook225.org
847-486-4631

Dawn Hall
Instructional Supervisor for Career & Tech Ed
dhall@glenbrook225.org
847-486-4412

Email #5:

Email of Non-acceptance

February 17, 2016

Dear xxxxx,

Thank you for applying to be a part of the STEM Learning Community at Glenbrook South. The number of applicants far exceeded the number of students that we are able to admit to this program at this time. Unfortunately, we are not able to admit you into this program for Fall 2016. We are very excited to share, however, that because of your identified interest in this program, we will be recommending you to **Project Lead The Way Introduction to Engineering Design Honors** course this coming fall, or to Computer-aided Design so that when you register with your counselor within the next few weeks you can continue to pursue engineering at GBS in the PLTW pre-engineering program and have the opportunity to take the culminating course, Engineering Design & Development. In addition, you can be part of the GBS science and engineering community by participating in over 10 science and engineering clubs.

Regarding your science placement, we will maintain your enrollment in

xxx (courses will vary) xxx

for this coming year. Should you wish to take the science appeals exam on **Thursday, February 25 at 4 p.m.**, please contact science secretary Laura Albeker at 847-486-4626. If you have any additional questions, please feel free to email us or give us a call.

Sincerely,

Jeff Rylander
Instructional Supervisor for Science
jrylander@glenbrook225.org
847-486-4631

Dawn Hall
Instructional Supervisor for Career & Tech Ed
dhall@glenbrook225.org
847-486-4412

Applied Technology

*Instructional
Supervisor:*

Ms. Dawn Hall
Telephone and voicemail: (847) 486-4412
E-mail: dhall@glenbrook225.org

*Graduation
Requirements:*

Glenbrook South students are required to take one semester (.5 units) of Applied Arts. The courses listed below in Applied Technology all fulfill that requirement, and offer the opportunity to continue in a full program of study. Photography 161 fulfills the Fine Arts or Applied Arts requirement of one semester (0.5 units).

*Curriculum and
Placement goals:*

The Career and Technical Education Department offers elective courses available to students of all academic levels to provide opportunities to explore an interest, build skills for life, and reinforce academic content through application in order to prepare students for college and career.

*Freshman
Course Options
and Placement
Criteria:*

Automotives 161

This semester course builds foundational knowledge and skills for personal automotive maintenance and prepares students for the advanced courses in the sequence. Students will be hands-on in the automotive shop as they learn about the major systems of a vehicle, and build analytical and technical skills.

Computer-Aided Design

In this semester course students will use multiple CAD programs currently used in fields such as architecture, engineering, and design. Students will create, cut, engrave and print their 3D models using our laser cutter and 3D printer. Lastly, students will dive into the realm of architecture through the creation of drawings, renderings, and models.

Photography

Photography is the art of seeing, thinking, composing, processing and presenting images. Students will experience black and white photography and film development as well as digital photography.

PLTW Introduction to Engineering Design

This full year hands-on and project-based course is the foundation course of the nationally-recognized Project Lead the Way pre-engineering program. Students are immersed into the world of engineering, designing and building projects in the GBS Makerspace. Students have the opportunity to earn college credit. (Honors credit).

Woodworking

This cabinetmaking semester course introduces students to the fundamentals of woodworking machinery, safety, and assembly techniques while building projects to take home. Students then have the opportunity to move on to the advanced level woodworking courses.

*Average Amount
of Homework:*

Given the hands-on and project-based nature of our courses, homework is not given regularly in the majority of these classes. However, it is used to support learning in the block schedule and students often choose to put in extended time depending on their progress and desire. The PLTW course will have assignments that require time spent beyond the school day. Average amount of homework time should not exceed two hours per week.

CAREER & LIFE SKILLS

ANTIDISCRIMINATION STATEMENT:

Career and technical education classes and programs are offered regardless of race, color, national origin, sex or disability

APPLIED TECHNOLOGY

ARCHITECTURE STUDIO 363 (ATH363A0)

GRADE: 11,12 LENGTH: 2 Sem CREDIT: 1.00 GPA: All Subject
Architecture 363 is an advanced studio course that studies and applies various architectural topics for students intending to pursue a career in architecture. Theories of design are studied and applied to compositions and projects for aesthetic appeal. Use of computer software for plan making, digital modeling, rendering and animation will occur to complete and enhance designs. Architects, styles and structures are further studied in a historical and future context. Portfolios are assembled from previous works for the college application process. (Lab fee: \$20.00)
PREREQUISITE: Architectural Drawing 263

ARCHITECTURE STUDIO 463 (ATH463A0)

GRADE: 12 LENGTH: 2 Sem CREDIT: 1.00 GPA: All Subject
Architecture 463 is intended to prepare students for the transition into a design, architectural, or engineering major. Rigorous in nature, college studio courses are competitive and demanding. Knowledge gained in Architectural Drawing 1-3 is applied to projects and used to create appropriate college-level studio work habits and products. Design theories and software application are integrated for complex and in-depth projects. Portfolios are finalized using work from the Architectural Drawing 1-4 classes for the college application process and potential scholarship submission. (Lab fee: \$20.00) PREREQUISITE: Architectural Drawing 363

AUTOS 161: INTRODUCTION TO THE AUTOMOBILE

GRADE: 10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject
The emphasis of Autos 161 is for the student to be introduced to the general knowledge of the automobile. Students will learn how to take care of a vehicle by performing basic maintenance procedures dealing with the eight major systems of the automobile. (Lab fee: \$10.00). PREREQUISITE: None

AUTOS 261: ENGINES & ENGINE PERFORMANCE

GRADE: 10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject
The emphasis in Autos 261 is gasoline engine theory and operation as well as engine performance and fuel systems. Students will learn the basic theory and construction of the four-stroke gasoline engine as well as ignition, fuel, and computerized systems theory and operation. Emphasis will be placed on diagnosis and troubleshooting utilizing advanced diagnostic equipment. (Lab fee: \$10.00). PREREQUISITE: Autos 161 & driver's license

AUTOS 361: STEERING & SUSPENSION

GRADE: 11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject
The emphasis in Autos 361 is steering and suspension systems. Students will learn diagnostic and repair procedures as well as basic maintenance for these systems. Technology such as active suspensions, variable ratio steering and steer by wire will be explored. (Lab fee: \$10.00). PREREQUISITE: Autos 261

AUTOS 461: VOCATIONAL

GRADE: 11,12 LENGTH: 1 Sem CREDIT: 0.50 GPA: All Subject
Designed for the student who is interested in the automotive field as a vocation. Includes preventive maintenance, brake system service, steering and suspension service, tune-up diagnostics, cooling system service, computerized engine control diagnostics, fuel system service and shop management strategies. (Lab fee: \$10.00) PREREQUISITE: Autos 361

SMALL ENGINES 161 (ATS16100)

GRADE: 9,10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject
This introductory course teaches students how small engines work. Students will rebuild an engine and learn basic maintenance skills to help keep power equipment running smoothly. This course is recommended for students interested in autos. (Lab fee: \$10.00). PREREQUISITE: None

GAME DESIGN & THEORY 161 (ATI16100)

GRADE: 10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject
Game Design and Theory is a beginner course aimed at teaching students the 3-Dimensional practical and conceptual framework of scene and level development for gaming. This course will use the Unreal Engine along with Adobe and Autodesk programs for content development. Concepts such as Lighting, Texture, Proportion, Flow, and Geometry will be used to enhance designs. Throughout the semester, students will test and critique one another's creations in a simulated environment. The goal is to educate students on aesthetic considerations (theory), the software user interface (practice), and college and career options (implementation). PREREQUISITE: None

GAME DESIGN & THEORY II 261 (ATI26100)

GRADE: 10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject
Game Design and Theory II is designed for students who have an interest in further exploring game development. The course will provide in-depth experiences and training in this emerging technology related career field. The content will focus on advanced game design concepts, such as the skills and techniques needed for character, scenery, and action development as well as information pertaining to collegiate options. PREREQUISITE: Game Design & Theory 161

PRINCIPLES OF APPLIED SCIENCE AND TECHNOLOGY 161 (SCT16300)

GRADE: 10,11,12 LENGTH: 2 Sem
CREDIT: .50 Applied Technology & .50 Science GPA: All Subject & Academic
A project based course designed to have students learn the science behind a series of hands-on activities. Problem solving and engineering design are emphasized as students work in teams to overcome problems of design, development, production, and testing of a product. Topics are from both applied technology and science: robotics, pneumatics, hydraulics, computer design, computer controlled machining, optics (including laser technology), mechanics, electricity, and magnetism. Students work in design teams and present achievements to the class. A team of staff is selected for this course form science and applied tech. Students withdrawing from the course after completing one semester will receive .50 credit in Applied Technology. (Lab fee: \$20.00) PREREQUISITE: 1.00 credit in science

PROJECT LEAD THE WAY (PLTW)

Project Lead the Way (PLTW) is a nationally recognized pre-engineering program fueled by imagination, innovation and learning. Students use the latest equipment, materials and information covering science, technology, engineering and math to explore, design, build and put their ideas to the test. Students earning qualifying grades may earn engineering-related college credit, preferred admissions status and/or scholarships with college partners across the country

PLTW: INTRODUCTION TO ENGINEERING DESIGN 173 (ATP17300)

GRADE: 9,10,11,12 LENGTH: 2 Sem CREDIT: 1.00
GPA: Academic & All Subject
This course provides students with opportunities to be creative and to apply decision-making skills to the design process. Students utilize 3D solid modeler software to design solutions as they develop, create and analyze product model. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the course is to expose students to the design process, research and analysis; teamwork, communication methods, global and human impacts, engineering standards and technical documentation. PREREQUISITE: Concurrent enrollment in Geometry 163 or higher

PLTW: PRINCIPLES OF ENGINEERING 273 (ATP27300)

GRADE: 10,11,12 LENGTH: 2 Sem CREDIT: 1.00

GPA: Academic & All Subject

This survey course of engineering exposes students to major concepts of a post-secondary engineering course of study. Students employ engineering and scientific concepts to solve engineering design problems and present work to peers and members of the professional community. Strong emphasis is placed on collaboration and communication—essential skills in industry. The course gives students the opportunity to work on projects in a variety of engineering fields. **PREREQUISITE:** Introduction to Engineering Design 173.

PLTW: CIVIL ENGINEERING & ARCHITECTURE 373(ATP37300)

GRADE: 10,11,12 LENGTH: 2 Sem CREDIT: 1.00

GPA: Academic & All Subject

The major focus of the course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Students use state of the art software to analyze, design, and build electronic and physical models of residential and commercial facilities. While implementing these designs students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. **PREREQUISITE:** Principles Of Engineering 273 or Introduction to Engineering Design 173 with Instructional Supervisor approval.

WOODS 1: INTRODUCTION TO WOODWORKING 161 (AWO16100)

GRADE: 9,10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject

Woods 1 is a course recommended for students who want to learn pre-engineering topics as it relates to woods as a medium. Topics include the operation of woodworking equipment, correct safety procedures, and the material properties and limitations of wood as it pertains to product design and development. The course projects develop student knowledge of the manufacturing process, craftsmanship considerations, CAD/CAM/CNC tool paths and machining, and the finishing process. Students interested in areas of production, design, engineering, or career fields and/or skills related to manufacturing, trades or engineering should consider the Woods sequence. (Lab fee: \$10.00 to \$50.00 depending on type and amount of projects completed). **PREREQUISITE:** None

WOODS 2: PRODUCT DESIGN & ENGINEERING 261 (AWO26100)

GRADE: 10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject

Woods 2 is the intermediate course offered in the woods sequence where students will have the opportunity to design and engineer projects of their choice with the manufacturing and the design lab at their disposal. Projects in this course are conceptualized, designed, engineered and constructed by the student according to his or her preferences. In addition to the tools and techniques listed in Woods 1, students in Woods 2 will have the opportunity to work with the CNC lathe. (Lab fee: \$10.00 to \$50.00 depending on type and amount of projects completed)

PREREQUISITE: Woods 1: Introduction to Woodworking**WOODS 3: ADVANCED DESIGN & ENGINEERING 361 (AWO36100)**

GRADE: 10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject

Woods 3 is the capstone course in the Woods sequence where topics of design and engineering are explored as it relates to product creation. Students in this course are well suited for the transition into engineering major where material properties, manufacturing processes and product aesthetics are staples of the curriculum. Students looking for further enrichment after this course may propose an independent study course with the instructor. (Lab fee: \$10.00 to \$50.00 depending on type and amount of projects completed) **PREREQUISITE:** Woods 2: Product Design and Engineering

CONSTRUCTION SKILLS FOR SERVICE 161 (ATB16100)

GRADE: 10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject

Students gain experience in construction, basic repairs and maintenance around the home. Mini units in painting, wallpapering, framing, electrical, plumbing, appliance repair, designs and energy saving ideas are covered using a hands-on approach. Students will be taught the correct safety procedures in using the different tools to accomplish these objectives. During the semester, students will take 1 or 2-day community service field trips where they will put these skills to practical use. (Lab fee: \$10.00). **PREREQUISITE:** None

METALS 161 (ATM16100)

GRADE: 9,10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject

Metals 161 is an introduction to the metal-working process and the tools and materials used. Students put into practice the fundamentals of computerized machining and design using CAD/CAM and the CNC lathe and mill. (Lab fee: \$10.00). **PREREQUISITE:** None

METALS 263 (ATM26300)

GRADE: 10,11,12 LENGTH: 2 Sem CREDIT: 1.00 GPA: All Subject

Metals 263 students study shop operations, organization and development. Emphasis is placed on planning and development of computerized machining and design to produce a variety of projects. (Lab fee: \$20.00). **PREREQUISITE:** Metals 161

METALS TECH 163 (ATN16300)

GRADE: 9,10,11,12 LENGTH: 2 Sem CREDIT: 1.00 GPA: All Subject

This course is designed for students to study the wide ranging technologies that are occurring in the modern world. Students will study CAD/CAM, CNC machining and other high tech related material. Recommended for students interested in engineering as a major. (Lab fee: \$20.00). **PREREQUISITE:** None

METALS TECH 263 (ATN26300)

GRADE: 10,11,12 LENGTH: 2 Sem CREDIT: 1.00 GPA: All Subject

In this capstone course, students will have the opportunity to design and engineer advanced projects of their choice using the manufacturing and design lab. Recommended for students interested in engineering as a major. (Lab fee: \$20.00). **PREREQUISITE:** Metals Tech 163

WELDING 161 (AWE16100)

GRADE: 9,10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject

This class introduces students to oxy-acetylene and arc welding, flame cutting and brazing. Each student designs and constructs a welding project. (Lab fee \$10.00.). **PREREQUISITE:** None

WELDING 261 (AWE26100)

GRADE: 9,10,11,12 LENGTH: 1 Sem CREDIT: .50 GPA: All Subject

This advanced course introduces students to MIG and TIG welding and advanced welding techniques. Each student designs and constructs a welding project. (Lab fee: \$10.00). **PREREQUISITE:** Welding 161





Elaine Geallis <egeallis@glenbrook225.org>

Re: FOIA Request

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Tue, Aug 30, 2016 at 1:35 PM

To: Allison <alliradkay@gmail.com>

Bcc: egeallis@glenbrook225.org

Dear Ms. Radkay,

Thank you for writing to Glenbrook High School District 225 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On 8/26/2016 we received your request for the following information:

- the evaluation rubric used to evaluate the superintendent for the past three school years.

District Response: Please see attached.

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
Glenbrook High School District 225
3801 West Lake Avenue
Glenview, IL 60026

On Fri, Aug 26, 2016 at 9:49 PM, Allison <alliradkay@gmail.com> wrote:

Dear Dr. Williamson,

Pursuant to the Freedom of Information Act, 5 ILCS 140, I am requesting copies of information created and/or maintained by District 225. I am making this request on behalf of myself. Pursuant to 5 ILCS 140/6, documents and data which are available electronically should be produced in their electronic format and be sent electronically to alliradkay@gmail.com. This request is not for commercial purposes. I understand that the Act permits a public body to charge a reasonable copying fee after the first fifty pages, therefore if documents are not available electronically please provide the cost, and whether or not the documents will be mailed to the address below.

Please provide the evaluation rubric used to evaluate the superintendent for the past three school years.

Thank you,
Allison Radkay
911 Elder Road #1N
Homewood, IL 60430
708-421-2213
alliradkay@gmail.com

4 attachments



6.14 AddendumToSuperintendent'sContract.pdf

81K



2016 Building Level 360-feedback form for Mike Riggle.docx

15K



2016 District Office 360feedback form for MikeRiggle.docx

15K



2016 School Board 360 Form.docx

17K

SUPERINTENDENT PERFORMANCE PLAN

ANNUAL STUDENT PERFORMANCE AND ACADEMIC IMPROVEMENT GOALS AND OBJECTIVES¹

In accordance with the requirements of *The School Code*, the parties agree that the following performance goals for the Superintendent have been established with respect to student performance and academic improvement, including the indicators listed beneath the goals that shall be used by the Board to measure the Superintendent's performance:

1. The Superintendent shall seek to promote academic improvement in the District by the following methods, but not limited to:
 - a. Directing and supervising the Assistant Superintendents and Principals to involve the staff in developing district and school improvement plans;
 - b. implementing Board of Education goals;
 - c. implementing school goals;
 - d. directing and supervising the administrators and staff toward the improvement of instruction and student engagement in all academic areas.

2. The Superintendent shall seek to promote improvement in student performance in the District by the following methods, including but not limited to:
 - a. implementing improved methods to assess and evaluate student performance in accordance with district and school improvement plans;
 - b. directing and supervising the Assistant Superintendent and Principals to analyze student performance on standardized assessments; and
 - c. providing leadership to ensure that the schools have effective procedures regarding student conduct.

The Board and Superintendent will review and assess the Superintendent's overall performance based upon the above-listed student performance and academic improvement goals. The Board shall make a determination whether the Superintendent has met the above performance goals after an evaluation of the Superintendent and shall continue its determination in writing.

¹ These objectives are to be applied to the Superintendent's performance since the commencement of the Agreement and through its conclusion. The results of the continuing evaluation of the Superintendent indicate that he has met (2012) these goals and activities, and more specifically will hone these goals and activities as set forth herein as follows.

GOALS

1. Accomplish 2012-2013 Board of Education Goals.

Action Plan:

- Work with the Board of Education in developing Board of Education goals/initiatives.
- Assign administrators to specific goals to serve as facilitators
- Meet regularly to monitor status
- Meet formally quarterly with administrators to monitor progress
- Prepare three written reports on goals status for Board of Education

2. Assist administrators in accomplishing their individual 2012-2013 goals.

Action Plan:

- Meet regularly to monitor status
- Meet formally quarterly to monitor progress
- Prepare three written reports on goals status for Board of Education

3. Using a cohort analysis, a report will be generated by March 1, 2013, comparing ACT scores, student achievement tests and other tests, and the progress students make on these tests, with established college entrance standards, including drop-out rates, suspension rates, expulsion rates, discipline rates and grade distributions.

Building Level 360-feedback form for Mike Riggle

The purpose of this feedback instrument is to provide Mike Riggle with honest confidential feedback from his administrative team to assist him in improving as Superintendent of Glenbrook High School District 225. Please respond to the questions by considering how Mike handles each issue in his position as Superintendent. Your responses will be kept in strict confidence and averaged with other respondents to give Mike a picture of how he is perceived in the workplace. Please return to Ron Barnes at robarnes@indiana.edu. Or fax 866-486-3345.

Please indicate the extent to which you agree or disagree with the statements below. Using the following scale.

N= Not enough information or knowledge to rate the statement.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

1. Mike is clear in his expectations for our High School

N 1 2 3 4 5

2. Mike is consistent in follow-up conversations on those expectations.

N 1 2 3 4 5

3. Mike allows me to perform my responsibilities without interference or micro managing.

N 1 2 3 4 5

4. Mike is helpful to me as I progress in meeting my building and personal goals.

N 1 2 3 4 5

5. Mike is accessible to me when I need to see him.

N 1 2 3 4 5

6. Mike is responsive when I seek his assistance on problems.

N 1 2 3 4 5

7. Mike is pro-active in problem solving and action planning.

N 1 2 3 4 5

8. Mike clearly communicates Board expectations to our building level team.

N 1 2 3 4 5

9. Mike considers my input in making decisions.

N 1 2 3 4 5

10. Mike makes decisions and can stick with them.

N 1 2 3 4 5

11. Mike stays on top of new developments in education.

N 1 2 3 4 5

12. Mike's leadership style is void of intimidation.

N 1 2 3 4 5

13. Mike models the behavior he expects in District 225.

N 1 2 3 4 5

14. Mike has a good understanding of Curriculum & Instruction

N 1 2 3 4 5

15. Mike has a good understanding of the district's financial position.

N 1 2 3 4 5

16. Mike is visible in the buildings and district offices.

N 1 2 3 4 5

17. Mike runs effective meetings.

N 1 2 3 4 5

18. Mike cares about me as a person.

N 1 2 3 4 5

19. Mike cares about student performance.

N 1 2 3 4 5

20. Mike cares about the culture and morale of district employees.

N 1 2 3 4 5

21. From what I have heard, most of the teachers and staff agree with the current goals and direction of the school district.

N 1 2 3 4 5

22. From what I have heard, most of the teachers and staff see Dr. Riggle as a good superintendent.

N 1 2 3 4 5

Please utilize this form to add additional comments regarding your views of Dr. Riggle as a leader.

District Office 360-feedback form for Mike Riggle

The purpose of this feedback instrument is to provide Mike Riggle with honest confidential feedback from his administrative team to assist him in improving as Superintendent of Glenbrook High School District 225. Please respond to the questions by considering how Mike handles each issue in his position as Superintendent. Your responses will be kept in strict confidence and averaged with other respondents to give Mike a picture of how he is perceived in the workplace. Please return to Ron Barnes at robarnes@indiana.edu. Or fax 866-486-3345.

Please indicate the extent to which you agree or disagree with the statements below. Using the following scale.

N= Not enough information or knowledge to rate the statement.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

1. Mike is clear in his expectations for my performance.

N 1 2 3 4 5

2. Mike is consistent in follow-up conversations on those expectations.

N 1 2 3 4 5

3. Mike allows me to perform my responsibilities without interference or micro managing.

N 1 2 3 4 5

4. Mike is helpful to me as I progress in meeting my personal goals.

N 1 2 3 4 5

5. Mike is helpful to me as I progress in meeting my professional goals.

N 1 2 3 4 5

6. Mike provides me with appropriate feedback on my performance.

N 1 2 3 4 5

7. Mike is accessible to me when I need to see him.

N 1 2 3 4 5

8. Mike is responsive when I seek his assistance on problems.

N 1 2 3 4 5

9. Mike is pro-active in problem solving and action planning.

N 1 2 3 4 5

10. Mike clearly communicates Board expectations to his team.

N 1 2 3 4 5

11. Mike considers my input in making decisions.

N 1 2 3 4 5

12. Mike makes decisions and can stick with them.

N 1 2 3 4 5

13. Mike stays on top of new developments in education.

N 1 2 3 4 5

14. Mike's leadership style is void of intimidation.

N 1 2 3 4 5

15. Mike models the behavior he expects in District 225.

N 1 2 3 4 5

16. Mike has a good understanding of Curriculum & Instruction

N 1 2 3 4 5

17. Mike has a good understanding of the district's financial position.

N 1 2 3 4 5

18. Mike is visible in the buildings and district offices.

N 1 2 3 4 5

19. Mike runs effective meetings.

N 1 2 3 4 5

20. Mike cares about me as a person.

N 1 2 3 4 5

21. Mike cares about student performance.

N 1 2 3 4 5

22. Mike cares about the culture and morale of district employees.

N 1 2 3 4 5

Please utilize this form to add additional comments regarding your views of Dr. Riggle's leadership.

School Board 360-feedback form for Dr. Mike Riggle

The purpose of this feedback instrument is to provide Dr. Mike Riggle with honest confidential feedback from his School Board to assist him in improving as Superintendent of Glenbrook High School District 225. Please respond to the questions by considering how Mike handles each issue in his position as Superintendent. Your responses will be kept in strict confidence and averaged with other Board Member respondents to give Mike a picture of how he is perceived by the Board. Please return to Ron Barnes at robarnes@indiana.edu. Or fax 866-486-3345.

Please indicate the extent to which you agree or disagree with the statements below. Using the following scale.

N= Not enough information or knowledge to rate the statement.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

1. Mike is an effective leader of our school district.

N 1 2 3 4 5

2. Mike is consistent in follow-up conversations on Board requests.

N 1 2 3 4 5

3. Mike communicates well with me as a Board Member.

N 1 2 3 4 5

4. Mike maintains my confidence on issues of confidence.

N 1 2 3 4 5

5. Mike is helpful to me as I work in my role as Board Member.

N 1 2 3 4 5

6. Mike provides me with the information I need to make Board decisions.

N 1 2 3 4 5

7. Mike is accessible to me.

N 1 2 3 4 5

8. Mike is responsive when I seek his assistance on problems.

N 1 2 3 4 5

9. Mike is pro-active in problem solving and action planning.

N 1 2 3 4 5

10. Mike is an effective planner.

N 1 2 3 4 5

11. Mike makes decisions and can stick with them.

N 1 2 3 4 5

12. Mike stays on top of new developments in education.

N 1 2 3 4 5

13. Mike's leadership style is void of intimidation.

N 1 2 3 4 5

14. Mike models the behavior we expect in District 225.

N 1 2 3 4 5

15. Mike has a good understanding of Curriculum & Instruction.

N 1 2 3 4 5

16. Mike has a good understanding of the district's financial position.

N 1 2 3 4 5

17. From my perspective as a Board Member, Mike is visible in the buildings and district offices.

N 1 2 3 4 5

18. From my perspective as a Board Member, Mike is responsive to community needs.

N 1 2 3 4 5

19. Mike handles personnel issues well.

N 1 2 3 4 5

20. Mike cares about student performance.

N 1 2 3 4 5

21. Mike cares about the culture and morale of district employees.

N 1 2 3 4 5

22. Mike does an effective job of holding employees accountable.

N 1 2 3 4 5

23. Mike sets high expectations for himself and those who work with him.

N 1 2 3 4 5

Additional comments: Please feel free to e-mail me at robarnes@indiana.edu, call me at (812) 322-7734 or add them to this document. It is our plan to meet with the School Board on June 13, 2016 to review all of the Board comments made during this process to reach consensus on these points before the final draft is completed. If it is more convenient for me to call you, please give me a time and number and I will follow up with a telephone call to you.



Elaine Geallis <egeallis@glenbrook225.org>

Re: FOIA

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Wed, Sep 7, 2016 at 8:15 AM

To: akukulka@tribpub.com

Cc: Karen Geddeis <kgeddeis@glenbrook225.org>

Bcc: egeallis@glenbrook225.org

Dear Mr. Kukulka,

Thank you for writing to Glenbrook High School District 225 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On 8/31/2016 we received your request for the following information:

1. Data on students from Glenbrook North High School and Glenbrook South High School who have been caught violating Policy 8460 over the last 10 years.

District Response: Please see attached.

2. The number of repeat offenders, district wide, of said policy over the last 10 years.

District Response: Please see attached.

3. Define what the district considers a violation of Policy 8460,

District Response: Please see attached.

4. If not all students who have violated the policy have been expelled then I would like to request the number of students who have been expelled, district wide, for violating the policy over the last 10 years.

District Response: Please see attached.

5. Data on Glenbrook North High School and Glenbrook South High School enrollment over the last 10 years

District Response: Please see attached.

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
Glenbrook High School District 225
3801 West Lake Avenue
Glenview, IL 60026

On Thu, Sep 1, 2016 at 8:46 AM, Karen Geddeis <kgeddeis@glenbrook225.org> wrote:

I received this email for a FOIA on 8/31 at 3:15 p.m. Attached.

--

Karen Geddeis, APR
Director of PR and Communications

#GlenbrookHappy

4 attachments



1.8460 Discipline Statistics.xlsx

12K



2 and 4 District Wide Expulsions for Policy 8460 Violations.pdf

23K



3. 8460.pdf

107K



5.Enrollment.pdf

23K

Year	School	Poss Drugs	Cons Drugs	Poss Alcohol	Cons Alcohol	Poss Paraphernalia
06/07	GBN	1	0	1	1	0
06/07	GBS	7	7	1	0	2
	Total	8	7	2	1	2
07/08	GBN	1	3	1	1	0
07/08	GBS	4	12	2	4	3
	Total	5	15	3	5	3
08/09	GBN	1	0	0	1	1
08/09	GBS	8	2	0	5	3
	Total	9	2	0	6	4
09/10	GBN	2	0	1	4	2
09/10	GBS	8	5	4	1	1
	Total	10	5	5	5	3
10/11	GBN	1	1	1	0	0
10/11	GBS					
	Total	1	1	1	0	0
11/12	GBN	1	10	4	8	1
11/12	GBS	26	15	8	17	8
	Total	27	25	12	25	9
12/13	GBN	3	7	0	2	2
12/13	GBS	16	11	1	8	3
	Total	19	18	1	10	5
13/14	GBN	0	5	0	0	1
13/14	GBS	0	9	0	1	0
	Total	0	14	0	1	1
14/15	GBN	0	0	0	3	2
14/15	GBS	5	3	0	6	1
	Total	5	3	0	9	3
15/16	GBN	1	1	0	5	0
15/16	GBS	3	8	0	0	0
	Total	4	9	0	5	0
	Grand Total	88	99	24	67	30

Sale / Distribution Total

0		
0		
0	0	20
0		
2	2	33
0		
2	2	23
0		
6	6	34
0		
0	0	3
2		
17	19	117
1		
12	13	66
0		
6	6	22
0		
0	0	20
0		
9	9	27
57	365	

Year	Number of Expulsions	Repeat Offenses
2006-2007	4	0
2007-2008	3	0
2008-2009	2	0
2009-2010	4	0
2010-2011	0	0
2011-2012	9	4
2012-2013	10	4
2013-2014	6	1
2014-2015	1	0
2015-2016	7	0

Section A – Introduction

The Board of Education of District #225 views the presence and use of illegal substances as a significant impediment to student learning, positive social development, responsible citizenship, and safety. Furthermore, the Board believes that parents, guardians and students should expect a school environment free of illegal substances, influences of illegal substances, and of illegal substance paraphernalia. The purpose of this policy is to foster an environment that is conducive to learning and free of illegal substances within the jurisdiction of the school.

Section B – Jurisdiction

The provisions of this policy shall be in force:

1. In any physical area on or attendant to school or District property;
2. At any school or District-sponsored or related activities, performances, extracurricular and athletic events;
3. During school or District-sanctioned or provided travel and transportation; and
4. At any other activity or event, if the administration determines that the incident bears a connection to, or impact on the school, safety at school, or is disruptive to the educational environment.

Section C – Definition of Terms

1. The term “illegal substance” is defined as:
 - a. Any alcoholic substance as defined in The Liquor Control Act of 1934 (235 ILCS 5/1-1 *et seq.*);
 - b. Any controlled substance listed under the Illinois Controlled Substances Act (720 ILCS 570/100 *et seq.*);
 - c. Cannabis (as defined in Illinois’ Cannabis Control Act - 720 ILCS 550/3(a)) regardless of whether it has been prescribed;
 - d. Any look-alike, counterfeit, or synthetic substances, including a substance not containing an illegal or controlled substance, but one: (i) that a student reasonably believes to be, or represents to be, an illegal or controlled substance; or (ii) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal or controlled substance; or (iii) which is further defined in 720 ILCS 570/102(y);

- e. Any drug paraphernalia (as defined in 720 ILCS 600/2(d));
 - f. Any anabolic steroid (as defined in 720 ILCS 570/102(c-1)) unless possessed or used pursuant to a prescription from a duly licensed physician or prescriber;
 - g. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list;
 - h. Any compound, liquid, or chemical, regardless of whether it contains an illegal substance, that: (i) is ingested, inhaled, or used for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, or irrational behavior or in any manner distorting, or disturbing the auditory, visual, or mental process; or (ii) is further defined in 720 ILCS 690/1; and any drug, when such drug is used, possessed, distributed, purchased, or sold in a manner inconsistent with the prescription and/or the prescribed purpose.
2. The term "use" is defined as having consumed, exhibited any evidence of consumption, or participated in a plan to consume regardless of taking place within the Jurisdiction.
 3. The term "possession" is defined as having control, custody, or care, currently or in the past, of an item, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, supplies, backpack, or automobile; (c) in a school locker, desk, or other school property; or (d) at any location mentioned within the Jurisdiction.
 4. The term "consideration" is defined as something bargained for, which motivates a person to do something – including, but not limited to, money, an act, a forbearance, or a return promise.
 5. The term "distribution" is defined as the actual, constructive or attempted transfer of possession from one person to another without evidence of consideration. The offense of distribution is only attributable to the transferor.
 6. The term "receipt" is defined as the acceptance of the actual, constructive or attempted transfer of possession from one person to another without evidence of consideration.
 7. The term "purchase" is defined as obtaining possession by providing consideration.
 8. The term "sale" is defined as the actual, constructive or attempted transfer of possession from one person to another with evidence of consideration.
 9. The term "drug" is defined as medication that has been prescribed to a specific person by a licensed physician or prescriber.

10. A drug or substance, with the exception of cannabis as mentioned in paragraph 1(c) above, shall not be considered an “illegal substance” when the drug or substance is prescribed by a licensed physician or prescriber provided said drug or substance is used consistent with the licensed physician or prescriber’s instructions.
11. The term “egregious conduct” includes, but is not limited to, any of the following:
 - a. The distribution, use, receipt or possession of an illegal substance coupled with the threat of infliction of physical harm;
 - b. The sale of an illegal substance;
 - c. The purchase of an illegal substance;
 - d. The distribution, receipt, use, or possession of an illegal substance coupled with any other illegal conduct or violation of any other District policy; or
 - e. The distribution, receipt, use, or possession of an illegal substance coupled with conduct which endangers or has the potential to endanger the health or safety of others with or without the consent of the recipient.
 - f. Violation of this policy along with that of another board policy.

Section D – Violations and Consequences

The administration is directed to take the following action regarding the use, possession, distribution, receipt, purchase, or sale of any illegal substance as defined in Section C:

1. A student’s first violation for the use, possession, receipt, or distribution of an illegal substance will result in:
 - a. Suspension for ten (10) school days
 - b. Submission to a full substance abuse assessment from a school-designated agency and compliance with all requirements arising from such assessment, including random drug testing. The results of such testing must be negative for the presence or use of illegal substances. A failure to comply with the assessment and its requirements will result in the MDRC’s referral to the Board of Education for consideration of expulsion.

- c. The parent(s)/guardian(s) and student will be required to sign any necessary releases to allow for the coordination and delivery of services related to the full substance abuse assessment. Similarly, the parents and student will be required to sign any necessary releases to allow for the sharing of the assessment's recommendations among the parent(s)/guardian(s), school officials, the provider of the assessment, and the student.
 - i. The cost of the counseling, assessment, treatment plans, and any testing affiliated with the assessment(s) will be the responsibility of the student or parent(s)/guardian(s), unless otherwise determined by the Board in its discretion.
 - ii. In cases involving minor children, parent(s)/guardian(s), by signing the necessary releases, are waiving their rights, and their child's rights, to the confidentiality of the assessment(s).
 - iii. In cases involving students who are 18 years of age or older, students, by signing the necessary releases, are waiving their rights to the confidentiality of the assessments and are allowing parental/guardian access to the assessment(s) results.
 - iv. A failure of any student and/or parent(s)/guardian(s) to sign all releases required under this Section will result in the MDRC's referral to the Board of Education for consideration of expulsion.
- d. Loss of privileges during the suspension period and for a probationary period beginning upon completion of the suspension.
 - i. Loss of open lunch for nine weeks;
 - ii. Loss of driving privileges for nine weeks;
 - iii. Restricted study hall in lieu of unscheduled time for nine weeks;
 - iv. Loss of participation in extracurricular activities according to the prescribed action for a violation of the Glenbrook Code of Conduct; and
 - v. Loss of attendance at school sponsored events, ceremonies (including graduation) and activities that are in addition to the student's participation in extracurricular activities for nine weeks. The Board has the discretion to impose other sanctions including, but not limited to community service as a condition for graduation.

- e. A student's and parent's/guardian's agreement to comply with the above provisions may result in a reduction of the suspension to five school days.

In situations of egregious conduct, the superintendent or designee shall refer the matter directly to the School Board for consideration of sanctions, including expulsion. A violation under this policy may also constitute a violation under Policy 8410: Disciplinary Action Relative to Student Misconduct.

- 2. A student's second violation for the use, possession, receipt, or distribution of an illegal substance will result in:
 - a. Suspension for ten (10) school days;
 - b. Referral by the MDRC to the Board of Education for consideration for expulsion;
 - c. If mutually agreed upon by the Principal, Superintendent, student, and parent(s)/guardian(s) (for students under the age of 18), the completion of an Alternative Discipline Plan (ADP);
 - d. An ADP's provisions shall include, but shall not be limited to:
 - i. Counseling for the student and parent(s)/guardian(s) as developed by the principal or designee and the school-designated agency.
 - ii. Submission to a full substance abuse assessment from a school-designated agency and compliance with all requirements arising from such assessment, including random testing, is required. The results of such testing must be negative for the use of illegal substances.
 - iii. The parent(s)/guardian(s) and student will be required to sign any necessary releases to allow for the coordination and delivery of services related to the full substance abuse assessment. Similarly, the parent(s)/guardian(s) and student will be required to sign any necessary releases to allow for the sharing of the assessment's information among parent(s)/guardian(s), school officials, the provider of the assessment, and the student.
 - a. In cases involving minor children, parent(s)/guardian(s), by signing the necessary releases, are waiving their rights, and their child's rights, to the confidentiality of the assessment(s).
 - b. In cases involving students who are 18 years of age or older, students, by signing the necessary releases, are waiving their rights to the confidentiality of the assessment(s) and are allowing parental/guardian access to the assessment(s) results.

- c. Failure of any parent(s)/guardian(s) or student to sign any release necessary for participation in the ADP will result in an ineligibility to qualify for the ADP and will result in the MDRC's referral to the Board of Education for consideration of expulsion.
- iv. The cost of the counseling, assessment, treatment plans, and testing affiliated with the assessment(s) will be the responsibility of the student or parent(s)/guardian(s).
- v. Loss of privileges during the suspension and for a probationary period beginning upon completion of the suspension:
 - a. Loss of open lunch for one calendar year;
 - b. Loss of driving privileges for 18 weeks;
 - c. Restricted study hall in lieu of unscheduled time for 18 weeks;
 - d. Loss of participation in extracurricular activities as prescribed by the Glenbrook Code of Conduct; and
 - e. Loss of attendance at school sponsored events or activities that are in addition to the student's participation in extracurricular activities for 18 weeks.
- vi. A re-entry meeting with the principal or designee upon completion of the ADP to review academic progress and to review the need for additional transition services may be necessary.
- vii. Failure to accept or comply with any terms of the ADP will result in the MDRC reconvening to consider additional sanctions that may include referral to the Board of Education for consideration of expulsion.

In situations of egregious conduct, superintendent or designee shall refer the matter directly to the School Board for consideration of sanctions, including expulsion. A violation under this policy may also constitute a violation under Policy 8410: Disciplinary Action Relative to Student Misconduct.

- 3. A student's third and any subsequent violation for the use, possession, or distribution, of an illegal substance(s) will result in referral by the MDRC to the Board of Education for consideration for expulsion.

Section E – Procedures and Interventions

1. The Administration is authorized by the Board to develop intervention procedures and procedures for administering penalties for any violation of this policy in accordance with the procedures of Policy 8410: Disciplinary Action Relative to Student Misconduct.
2. The Administration will advise the Board each time an Alternative Discipline Plan (“ADP”) has been commenced for a student, including providing (i) a description of the violations and circumstances for which the ADP was prescribed; (ii) a description of the terms of the ADP, and (iii) a copy of the ADP agreement entered into by the student, parents and the District.

Section F – Enumeration of Offenses

Offenses shall be cumulative over the student’s high school years.

Section G – Substance Abuse Education

The Board of Education directs and authorizes the Superintendent or designee to develop programs of education on the subject of illegal substance possession and use and to establish procedures for their implementation.

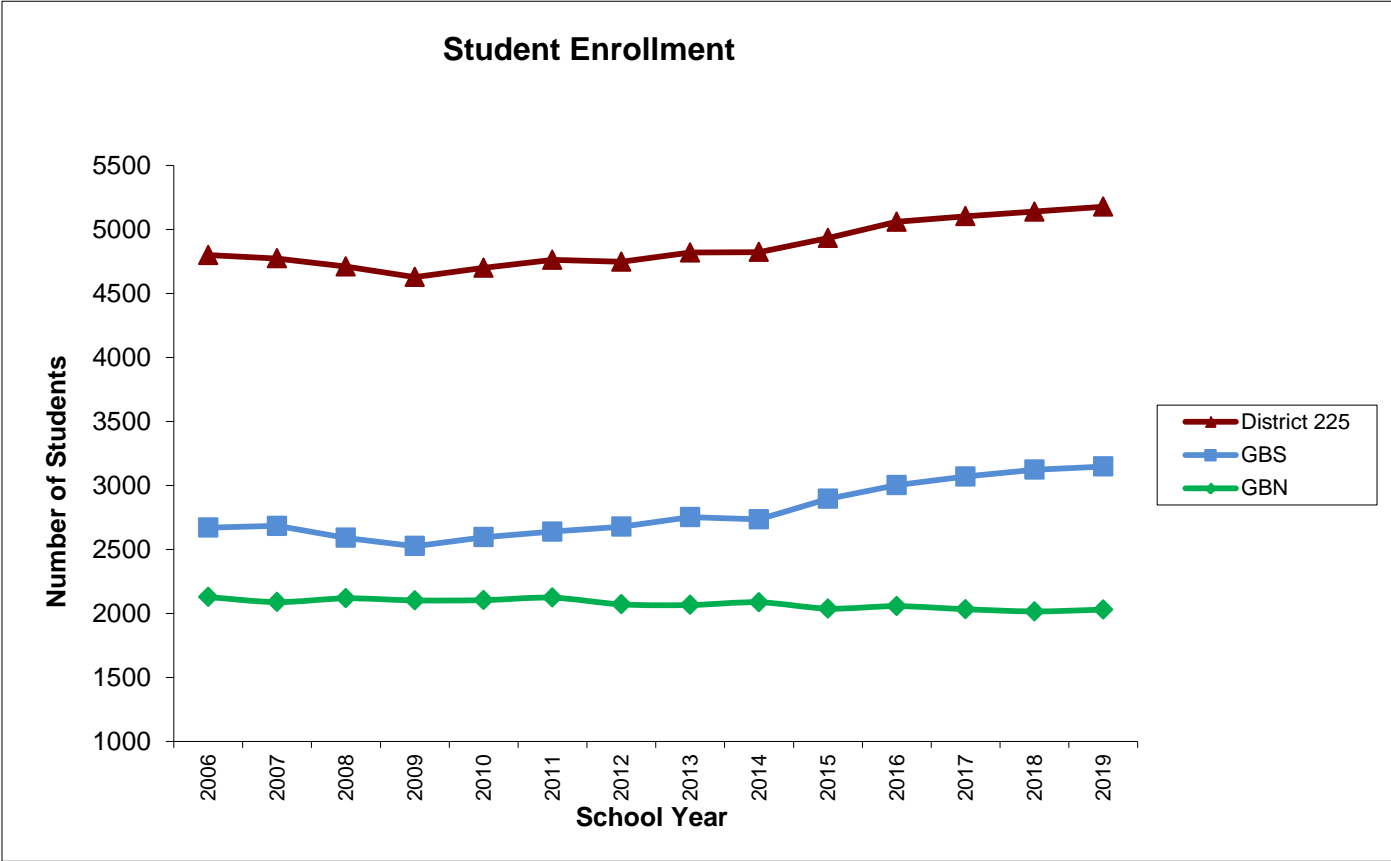
Section H – Reporting of Substance Abuse

Employees of the District who have reasonable suspicion or who witness an act they believe to be a violation of this policy on school premises or off school premises, or at school-sponsored or school-connected events shall immediately report the incident with the name of each student involved to the dean of students.

Section I – Cooperation with Law Enforcement Agencies

The staff and administration are directed to communicate and cooperate with law enforcement agencies in matters relating to a violation of this policy in accordance with Reciprocal Reporting Agreements approved by the Board and the respective Villages.

Approved: December 18, 1972
Reviewed: August 25, 1997; August 21, 2000
Revised: July 28, 1986; October 6, 1986; October 27, 1986; July 25, 1994; August 28, 1995; April 22, 1996; August 30, 1999; August 11, 2003
Revised: April 11, 2005 (Replaced Policy 8090: Student Substance Abuse)
Revised: June 26, 2006; July 9, 2007; August 11, 2008; July 27, 2015



Student Enrollment

	District		
	GBN	GBS	225
2006	2128	2671	4799
2007	2089	2684	4773
2008	2118	2591	4709
2009	2102	2526	4628
2010	2104	2596	4700
2011	2123	2639	4762
2012	2071	2677	4748
2013	2066	2753	4819
2014	2087	2736	4823
2015	2038	2895	4933
2016	2057	3002	5059
2017	2033	3070	5103
2018	2016	3123	5139
2019	2030	3148	5178

Enrollment total is the total student enrollment in the school and district in the fall of the school year. Projected district enrollment excludes Glenbrook Evening School (GBE) enrollment. Projected enrollment also reflects changes in enrollment that may occur because of known residential construction. Note: Students who are full-time out of district placements are not included in the total enrollment number.