



To: Dr. Charles Johns

From: Rosanne Williamson

Re: Glenbrook Evening High School & Proposal for Glenbrook Alternative Learning Program

Date: January 27, 2020

### **Recommendation**

We are asking the Board to consider a new model that would replace the former Glenbrook Evening High School. The new model better meets students' needs and would be an alternative learning program that provides multiple customized options and access to academic and social/emotional supports. **No action is needed.**

It is recommended that the Board of Education approve the elimination of Board Policy 7040: Glenbrook Evening High School.

### **Background**

A report on the Glenbrook Alternative Learning Proposal was shared at the January 13, 2020 board meeting. Please see attached.

The following is intended to provide information about the review process and the next steps based on questions and comments from the last board meeting.

### **Review Process**

During portions of the 2017-2018 school year and the majority of the second semester of the 2018-2019 school year, a team of district and building-level administrators were on-site at GBE to provide support and supervision of the program. This prompted questions and a further study and review of the program given enrollment and student attendance trends.

The alternative learning program review process included the Student Services Department at GBN/GBS (school counselors, social workers, psychologists) and the Director of Special Education.

A survey of area high schools' alternative learning models and options was conducted and reviewed. Besides drawing upon the information from other schools, both the Student Services and Special Education areas were included because they specialize in identifying students in need and designing a variety of supports around them.

### Student Services

- Student Services personnel were involved because they have the background and expertise to approach a review of alternative learning models that provides a larger-scale perspective regarding how to better meet the needs of students who are faced with academic and social/emotional challenges beyond focusing exclusively on students who attended GBE.
- One of the guiding premises of the group's work was the ability to address the needs of even more students beyond the current GBE program and beyond programming offered exclusively in the day school.
- The core of Student Services' work is the Problem Solving Teams (PST) that meet on a weekly basis to identify students who are struggling and provide individualized, targeted means of support and intervention.
- The Student Services Department also has the capacity and professional staff such as nurses or school psychologists to interface and access information from community resources such as Peer Services, Compass, and local medical providers; these connections provide a breadth of professional knowledge regarding student needs in helping to design a new alternative learning model.

### Special Education

- Special Education was consulted given a number of students who attended GBE were previously receiving interventions and accommodations through an Individualized Education Plan (IEP).
- The group reviewed the ability to supplement or complement the current services provided through special education to address the needs of even more students beyond the current GBE model or programming offered exclusively in the day school.
- Because special education services could not feasibly be provided at GBE, the study focused on how we can maintain IEP supports for students while providing a variety of options for school success beyond those limited by the day school or the old GBE model. Examples of IEP accommodations and supports include:
  - Required weekly minutes of individual or group counseling provided by a school psychologist or social worker

- Speech and language services provided by a certified speech pathologist
- Crisis support such as safety assessments conducted by school psychologists and social work teams
- Supportive attendance which entails home visits by trained special education staff
- Instructional teacher assistants who work under the direction of a special education teacher to provide individualized student interventions

### **Next Steps**

1. An Implementation Team will consider and further develop mechanisms to build a sense of inclusion through optional community-building opportunities and expanded time-frames to access courses or support:
  - Establish some type of homeroom, Guided Study or “check-in” model with staff members who are outside of the clinical problem-solving team where students can make connections
  - If there is enough student need identified by the Problem Solving Teams that warrants offering a core course or Guided Study in an afterschool (Block 5) time frame, this will be considered
  - Develop a mentor program in which adults in the buildings volunteer to serve in this capacity for students who may benefit for the purpose of fostering a sense of connection with a trusted adult that would include community team-building events for all mentors and their students
  - Implement an Individualized Learning Plan for each student, with a 'menu' of options that can be explored where students can find their sense of belonging within the school setting by accessing mentors, clubs, athletics, intramurals, or work-study job-focused options
2. Provide professional development through which student services staff are well versed in the process for students to access the many options of this program.
3. Develop communication that explains the program to parents, staff, and students.
4. Develop a form that establishes a student's participation in the Alternative Learning Program and a template for each students' Individual Learning Plan.



To: Dr. Charles Johns

From: Rosanne Williamson

Re: Elimination of Board Policy 7040: Glenbrook Evening High School & Glenbrook Alternative Learning Program

Date: January 13, 2020

**Recommendation**

It is recommended that the Board of Education approve the elimination of Board Policy 7040: Glenbrook Evening High School. **This item will be placed on the consent agenda for the January 27, 2020 board meeting.**

We are asking the Board to consider a new model that would replace the former Glenbrook Evening High School. The new model better meets students' needs and would be an alternative learning program that provides multiple customized options and access to academic and social/emotional supports. **No action is needed.**

**Background**

A new Glenbrook Alternative Learning Program model would replace the former Glenbrook Evening High School. The new model better meets students' needs and would be an alternative learning program that provides multiple customized options and access to academic and social/emotional supports.

As stated in a 1988 Evening H.S. report to the Glenbrook Board of Education, "The purpose of the Evening High School is to provide an alternative program for those students whose needs, for a variety of reasons, cannot be met by the day program." Reasons included, "Employment, vocational interests, older students returning to finish, junior and senior students new to our communities, small school size, personal reasons, fifth-year transfer students, (and) students not succeeding in the day school."

*Enrollment Trends*

<b>Year</b>	<b>1-Oct</b>	<b>1-May</b>
<b>2014-2015</b>	<b>37</b>	<b>41</b>
<b>2015-2016</b>	<b>27</b>	<b>31</b>
<b>2016-2017</b>	<b>16</b>	<b>17</b>
<b>2017-2018</b>	<b>26</b>	<b>34</b>
<b>2018-2019</b>	<b>29</b>	<b>25</b>
<b>2019-2020</b>	<b>10</b>	<b>N/A</b>

## **Current Student Profile**

As in the past, the vast majority of students attending GBE have not attained a sufficient number of credits to keep pace with their peers and be on target for graduation. This is the primary reason current students are referred to GBE. Seventeen credits are required to graduate from GBE rather than the twenty-four credits required in the day school.

However, the 2019 profile of a GBE student is significantly different from the past. The majority of students referred or requesting to attend GBE are not only behind in credits, but have emotional struggles (anxiety/depression) and significant school attendance issues. A number of students attending GBE were receiving special education services in the day school or at Off Campus. Many students have substance use issues. Given this profile, GBE students often continue to struggle academically and have difficulty with regular school attendance.

The needs of students have changed since the inception of GBE in 1975. The day schools have responded to the changing student needs by incorporating a variety of programs and supports such as a more comprehensive elective curriculum, school social workers, psychologists, and academic interventions. *GBE has none of these programs or supports.*

## **Need**

Given today's profile of the GBE student, there is a need to ensure students have access to more social/emotional and academic supports. GBE students who struggled in the day school continued to face many of the same struggles at GBE that interfere with academic success. Current GBE students are still in need of a credit-recovery path since they are still behind their peers in attaining credit for graduation; however, they need to maintain access to the supports.

## **Proposed Program Restructure - Alternative Learning Program**

In order to meet current student needs, we must rethink the structure and programming for students who fall behind in attaining credit so there is more access to the variety of resources of the day school while also finding a way to earn additional credits towards graduation.

The model that best fits this need is not a separate school, but an alternative learning model that provides multiple options for students. In surveying schools in the area, all that have alternative programs are designed around credit recovery and meeting students' social/emotional needs. All of these programs require students to meet graduation requirements no different than that of their peers.

## **Glenbrook Alternative Learning Program Logistics**

- Students would be identified for this program by their school counselor and the case would be reviewed through the Students Services Problem-solving Team process prior to placement in this program.
- This model may not be used for early graduation. Board Policy 7300 outlines the process and criteria for early graduation.
- Students would attend the day school on a regular or modified schedule.
- A blended model of online courses for credit recovery and regular day-school classes would be established:

- Online course work would take place in a supervised study period in which a staff member would provide support to students for online and regular school coursework.
- These supervised study periods would be kept relatively small (10-15 students).
- The district currently uses an online credit recovery system, Edgenuity, used by many area districts that would be a good fit for this program.
- Per Board Policy, PE may be waived if other graduation requirements must be fulfilled within the schedule.
- Students would have to attain 24 credits in order to graduate.
- Students would be able to return as fifth-year seniors, consistent with current practice.
- Students with IEPs or 504s would be able to maintain their current IEP or 504 with accommodations and case manager support.
- Students would have access to bus transportation to and from school.
- Additional options would be provided and offered to families based upon student needs:
  - Oakton Community College Evening H.S. at Maine South H.S.
  - Concurrent enrollment at Oakton Community College, Harper or CLC
  - Ombudsman Educational Services
    - Off-site credit recovery with GBN/S diploma
    - Ombudsman H.S. diploma (requires fewer credits than Glenbrook)

### **Oversight of Glenbrook Alternative Learning Program**

A current staff member at each school holding an administrative endorsement on their Professional Educator License would serve as the Glenbrook Alternative Learning Program Coordinator and be granted at least 0.2 FTE release time for this purpose. Duties would include enrolling and managing students in online courses, interfacing with community colleges, Ombudsman and other educational institutions or social service agencies, visiting job sites of students participating in work-study, and planning parent events and communication.

### **Glenbrook Alternative Learning Program Staffing**

- School counselors would maintain students in this program as part of their regular caseload. No new staffing is needed.
- A teacher would be assigned to work with students in the Glenbrook Alternative Learning Program as part of the teacher's regular teaching assignment through the Guided Study model that currently exists; however, additional Guided Study FTE may be needed, depending upon the number of students served.
- A school psychologist or social worker may also serve students as part of their regular caseload. No new staffing is needed.
- A transition counselor and job coach could work with students as part of their regular caseload, as needed. No new staffing is needed.
- Students would have access to the school nurse.
- Deans would be available to address behavioral issues.
- Students would have access to the College Counselor.
- No additional paraprofessional staff is needed.

### Additional Student/Parent Programming/Curriculum

- A parent involvement requirement would be added.
- Regular parent programming such as coffees, lunch or evening events would be planned to improve communication and support for students.
- A credit-bearing work-study class would be available for students who are employed; this would be supervised by the Glenbrook Alternative Learning Program Coordinator.
- A dual credit College 101 through Oakton may be offered.
- Students would have access to academic supports such as the Titan Learning Center, Math Enrichment Center and Academic Resource Centers currently staffed by Glenbrook teachers and instructional assistants.
- The school calendar would be identical to the day school calendar. Classes would meet every day.
- Attendance policies would be the same as the day school.

### Cost Analysis

As a result of the program evaluation process conducted this school year, the 2019-20 fiscal year budget did not include any expenses for the Glenbrook Evening High School program. To provide context regarding the expense of the program in prior years, the 2018-19 budgeted amounts are presented in the table that follows.

	<b>2018-19 Budget</b>
Principal Salary and Benefits (1.0 FTE)	\$140,779
Guidance Counselor Salary and Benefits (1.0 FTE)	\$132,902
Paraprofessional Salary (0.5 FTE)	\$38,867
Teacher GBE Stipends (22.0 Semester Stipends)	\$173,164
	<hr/>
	<b>\$485,712</b>

When looking at options for our students as part of the Glenbrook Alternative Learning Program, a series of cost projections have been compiled and presented in the table that follows.

	<b>2020-21 Budget</b>
Teacher Release (0.2 FTE per school)*	\$58,597
Ombudsman Education Services (15 Seats)	\$99,450
Edgenuity Online Learning Platform	\$11,000
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	<b>\$169,047</b>

\* Represents the maximum cost (MA+60, Step Z7)

From a financial perspective, given that the Glenbrook Alternative Learning Program will be operated during the school day, within Glenbrook North and South, there are significant operational savings. Additionally, students will have full access to all of the related services and supportive professionals available to all students, decreasing the need for additional personnel contracted on a stipended basis.

**BOARD POLICY: EVENING HIGH SCHOOL**

**7040**

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Section A - Introduction

The Board of Education of District #225 believes that a secondary school education is a vital educational experience for all individuals. It shall be the policy of the Board of Education to maintain an evening high school to serve the needs of all residents beyond elementary school age who have not received their high school diploma and whose educational objectives may be served by the program offered in the evening high school.

Section B - Population Served

The evening high school program shall be designed to serve the following student populations:

1. Residents Who Are Day School Students

Any resident of District #225 who is currently enrolled in a Glenbrook High School day program, is age 16 or older, and is recommended for enrollment in the evening high school by the day and the evening high school principals.

2. Residents Who [Have Not Completed] High School

Any resident of District #225, age 16 or older, who has previously been enrolled in a high school, but who is not currently enrolled in a high school, and who is recommended for enrollment in the evening high school by the evening high school principal. All former Glenbrook high school students must have approval of the day school principal.

3. Residents Who Have Never Enrolled in a High School

Any resident of District #225, who is at least 16 years of age and who has never been enrolled in a high school, may be enrolled in the evening high school if:

- 1) the principal of the evening high school determines the evening high school program to be appropriate to the candidate's educational aspirations, and
- 2) the candidate completes a competency examination.

Under extraordinary circumstances, the evening high school principal may waive the requirement that the candidate be 16 years of age.

4. Background Checks

Any resident of District 225, age 18 or older, who is not enrolling in the evening school from the day school, will be required to obtain a criminal background check and submit the results to the evening high school principal. If the applicant has been convicted of a felony, final student admission into the evening program will be at the discretion of the school and district administration.



**Section C - Graduation Requirements**

The unique nature, singular purpose, and time requirements of the evening high school distinguish it from the day school program and justify different graduation requirements. The Board of Education prescribes the following graduation requirements for the evening high school:

- |    |                                 |      |  |
|----|---------------------------------|------|--|
| 1. | English <sup>(1)</sup>          | 3.0  | units (4.0 units – starting with the class of 2012)  |
| 2. | Social Studies <sup>(2)</sup>   | 2.0  | units  |
| 3. | Mathematics <sup>(3)</sup>      | 3.0  | units  |
| 4. | Science                         | 2.0  | units  |
| 5. | Health                          | 0.5  | units  |
| 6. | Consumer Education              | 0.5  | units  |
| 7. | Driver Education <sup>(4)</sup> | 0.25 | units  |
| 8. | Electives                       | 5.75 | units (4.75 units – starting with the class of 2012) |

TOTAL NUMBER OF UNITS:      17.0    units

**Section D - PSAE Diploma Requirement**

As indicated in the Illinois School Code, students must take the PSAE in order to receive a high school diploma, unless the student is exempted from taking the exam, as outlined in Illinois State Board of Education rules.

**NOTES:**

1.    English --Two years of writing intensive courses are required by the State of Illinois. At least one of these classes must be in English.
2.    Social Studies -- One unit of credit in U.S. History must be earned as part of the two units of credit required in social studies.
3.    Mathematics -- Three units of credit of mathematics are required, one of these courses must be Algebra I, and one must include geometry content.
4.    Driver Education -- The classroom phase of driver education is required for graduation; the behind-the-wheel phase is not required.

Approved:      November 3, 1980  
Revised:        November 27, 2000  
Revised:        July 12, 2010