



TO: Dr. Charles Johns
FROM: Rosanne Williamson
RE: FOIA Requests

FOIA Response:

Please see the attached email response. Responsive documents can be found online at <http://il.glenbrook.schoolboard.net/board>. (Responsive documents will not be attached to the all documents pdf, but can be found under the FOIA agenda item.)

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: FOIA REQUEST

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>
To: Sara Hansen <slhansen85@gmail.com>
Bcc: egeallis@glenbrook225.org

Tue, Feb 25, 2020 at 10:16 AM

Dear Ms. Hansen,

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 2/17/20 we received your request for the following information:

How much does it cost D225 to send a non-Title I/low income student to attend North Shore Academy?

District Response:

Not all Title I students are low income. Students do not attend North Shore Academy based on Title or Low Income. North Shore Academy is a Special Education placement. North Shore Academy serves students who have a disability and based on their special education needs and services, the student requires a therapeutic day school beyond what Glenbrook can provide. There is one tuition rate for any student who attends. The tuition for NSA is \$54,998.00 for a full year.

How much for a Title I/low income student?

District Response:

Not all Title I students are low income. There is one tuition rate for any student who attends. The tuition for NSA is \$54,998.00 for a full year.

What accounts for the difference in cost?

District Response:

Not all Title I students are low income. There is one tuition rate for any student who attends. The tuition for NSA is \$54,998.00 for a full year.

How many D225 students currently attend classes at non-therapeutic Ombudsman?

District Response: No responsive documents.

What are the costs of those services?

District Response:

The District may refer students on an "as-needed" basis, or in addition to slots purchased, at a cost of \$750.00 per student per month or prorated \$50.00 per day for partial months. The District will be billed for "as-needed" slots on a monthly basis, and payment for "as needed" slots will be due upon receipt of invoices.

How many Title I students attend non-therapeutic Ombudsman classes?

District Response: No responsive documents.

Does the school provide transportation for any of these students?

District Response: No responsive documents.

What is the total cost of transportation?

District Response: No responsive documents.

Please disclose the Ombudsman educational services bid for 15 seats as part of the alternative learning program. Please ensure the bid includes the type of service provided- therapeutic or non-therapeutic.

District Response: See attached.

In the past 10 years (spring 2009- spring 2019), how many students graduated from GBE?

District Response:

<i>Graduation Year</i>	<i>school</i>	<i>COUNTA of State ID</i>
– 2009	Glenbrook Evening High School	31
2009 Total		31
– 2010	Glenbrook Evening High School	41
2010 Total		41
– 2011	Glenbrook Evening High School	22
2011 Total		22
– 2012	Glenbrook Evening High School	28
2012 Total		28
– 2013	Glenbrook Evening High School	12
2013 Total		12

Graduation Year	School	COUNT of ID
2014	Glenbrook Evening High School	22
2014 Total		22
2015	Glenbrook Evening High School	29
2015 Total		29
2016	Glenbrook Evening High School	22
2016 Total		22
2017	Glenbrook Evening High School	24
2017 Total		24
2018	Glenbrook Evening High School	21
2018 Total		21
2019	Glenbrook Evening High School	11
2019 Total		11

How many of the graduates were Title 1/low income?

District Response:

Graduation Year	school	COUNTA of State ID
2012	Glenbrook Evening High School	2
2012 Total		2
2013	Glenbrook Evening High School	2
2013 Total		2

2014 - 9

2015 - 7

2016 - 7

2017 - 4

2018 - 6

2019 - 5

In the past 10 years, how many students at GBN and GBS graduated with less than 24 credits?

District Response: None.

In the past 10 years, how many students at GBE graduated with only 17 credits, only 18 credits, only 19 credits, only 20 credits, only 21 credits, only 22 credits, only 23 credits, only 24 credits, and more than 24 credits?

District Response:

Graduation CREDEARNED
Year

COUNT of
CREDEARNED

2009	17.000	1
	18.000	3
	18.500	3
	19.000	3
	19.160	1
	19.500	1
	19.750	1
	20.000	2
	20.250	2
	20.500	2
	21.250	1
	21.500	1
	22.000	2
	22.500	3
	23.250	1
	24.250	1
	24.500	2
	25.000	1
2009 Total		31
2010	17.000	1
	17.500	1
	18.250	1
	18.500	2
	19.000	2
	19.250	2
	19.500	7
	19.750	1
	20.250	5
	20.500	3
	20.750	1
	21.000	4
	21.250	1
	21.500	2
	22.000	2
	23.000	4
	24.250	1
	24.500	1
2010 Total		41
2011	17.000	2
	18.000	1
	18.250	1
	18.750	1
	19.250	2
	19.500	1
	20.000	2
	20.500	1

20.750	1
21.000	1
22.000	1
22.250	1
22.500	2
22.750	1
23.000	1
23.500	1
26.750	1
28.000	1

2011 Total
2012

22

16.500	1
17.500	2
17.750	2
18.000	2
18.250	2
18.500	2
19.500	2
20.500	2
20.750	1
21.000	2
21.750	1
22.000	2
22.500	1
22.750	1
23.000	2
23.500	2
25.750	1

2012 Total

28

-	2013	18.500	1
		19.250	1
		19.500	1
		21.000	1
		21.250	1
		21.500	1
		22.000	2
		22.750	1
		24.500	1
		25.000	1
		27.000	1
2013 Total			12

-	2013	18.500	1
		19.250	1
		19.500	1
		21.000	1
		21.250	1
		21.500	1
		22.000	2
		22.750	1
		24.500	1
		25.000	1
		27.000	1
2013 Total			12

Graduation Year	*credit_hours	COUNT of *credi
		0
Total		0
2014	18.000	1
	19.000	1
	19.500	2
	19.750	1
	20.000	2
	20.500	1
	21.000	2
	21.250	1
	21.500	1
	22.000	2
	22.500	2
	23.500	1
	24.000	1
	24.500	2
	25.000	1
	25.250	1
2014 Total		22
2015	18.250	2
	19.250	1
	19.750	1
	20.000	4
	20.750	2
	21.250	1
	21.500	2
	22.250	1
	22.500	3
	22.750	1
	23.000	3
	23.500	1
	24.000	1
	24.500	1
	25.000	1
	25.250	1
	25.300	1
	26.000	1
	26.750	1
2015 Total		29
2016	17.000	1
	18.250	1
	19.500	1
	19.750	3
	20.000	2

	20.500	3
	21.000	1
	21.250	1
	22.000	1
	22.250	2
	22.500	2
	22.750	1
	23.500	1
	25.000	1
	26.250	1
2016 Total		22
2017	17.000	1
	17.250	1
	18.000	2
	19.250	1
	19.500	1
	20.500	1
	21.000	1
	21.250	1
	21.750	1
	22.250	1
	22.500	2
	23.000	3
	23.250	1
	23.500	1
	24.250	1
	24.500	2
	26.000	1
	26.500	1
	35.500	1
2017 Total		24
2018	18.000	1
	18.500	1
	18.750	1
	19.000	1
	19.250	1
	19.500	2
	19.750	1
	20.000	3
	21.000	1
	21.500	2
	21.750	1
	22.250	2
	23.000	1
	23.500	1

	24.250	1
	25.500	1
2018 Total		21
2019	18.000	1
	18.500	1
	20.000	2
	21.000	1
	21.250	2
	22.000	1
	22.250	1
	22.750	2
2019 Total		11

Glenbrook District 225 has requested that Ombudsman provide a proposal to provide alternative services for their high school students to replace the district operated night school. The closest Ombudsman program currently operates at 4814 W Main Street, Skokie, IL 60077. The district is interested in sending students to this location or to see a proposal for an onsite program.

The following scenario is based on our discussions:

Program to include the following:

- **Program Model Options**

- Off-site Program for Academic and Behavioral Referrals

- Ombudsman would offer an additional afternoon session at the Skokie Center from 1pm to 4pm daily. Students could be referred to the other two sessions (7am to 10am and 10am to 1pm) if space is available.
 - The Skokie location would not be exclusive to Glenbrook District 225 and would serve students from other sending districts as is currently the practice.
 - 15-20 slots would be allocated to that location and 3, 3 hour sessions would be offered with staffing to ensure a 12:1 student to staff ratio

- On-Site Programs for Academic and Behavior Referrals

- The district in consultation with Ombudsman would designate an exclusive space within a district operated building to accommodate the number of students to be served in a given session
 - The program would be offered during the school day in 2 sessions, times would be determined with district consultation.
 - 2 staff will be provided to ensure a 12:1 staff to student ratio
 - Current program model, supports, materials and equipment will be provided by Ombudsman
 - An allocation of 15-20 slots would be allocated to the onsite programs

- **Curriculum and Instruction**

- The alternative program operated by Ombudsman will include curriculum and instruction that is self-paced, individualized, rigorous, aligned with IL learning standards, and engaging to 21st century learners. A major goal of the selected curriculum is to provide students with successful experiences that improve academic outcomes, motivation, and attitude about learning.
 - 3-Hour Program Includes
 - STAR Assessment (formative assessment in reading and math aligned with IL learning standards)
 - 3-Hour blended learning model that includes:
 - Personalized and small group, face-to-face, and differentiated instruction to meet various learning styles
 - Technology rich environment to maximize computer-assisted instruction
 - Enrichment activities to enhance comprehension and higher order thinking skills

- Standards-based curriculum aligned to Common Core Standards
- Research-based literacy interventions
- Test-taking skills and preparation for state assessments
- Post-secondary planning

Slot Price Scenarios

Program Model : 1 On-Site Program for 15-20 students in a district operated building or 1 Off-site program at the current Skokie location to serve 15-20 students.

Center	Sessions	Total Slots	Slot Cost	Total Cost
(1) On site Ombudsman Transitions Classrooms OR	(2) 3 Hour Sessions	15-20 slots	<i>2019-20 \$9000 per slot</i> <i>2020-21 \$9180 per Slot</i> <i>2021-22 \$9364 per slot</i>	<i>2019-2020 \$135,000 per Year for 15 slots</i> <i>Prorated to \$5400 based on a December 1, 2019 start</i>
(1) Off site location for serving academic and behavioral referrals	1, 3 hour Sessions with access to refer to the other 2 sessions if space is available	15-20 slots	<i>2019-20 \$6500 per slot</i> <i>2020-21 \$6630 per Slot</i> <i>2021-22 \$6763 per slot</i>	<i>2019-20 \$97,500 per Year for 15 slots prorated for the first year to \$3900 based on a December 1, 2019 start</i>

Ombudsman Alternative Education Services Agreement

This Agreement is made and entered into this 28TH day of February, 2018, by and between Ombudsman Educational Services, Ltd., an Illinois corporation whose address is 1585 North Milwaukee Avenue, Libertyville, IL 60048-1359 (“Ombudsman”), and Northfield Township High School District 225, whose address is 3801 West Lake Avenue, Glenview, IL 60026 (the “District”).

Ombudsman provides the District an off-campus program intended to reduce drop-out rates, increase graduation rates, increase attendance levels, improve academic performance for drop-out prevention and offer the District’s non-traditional learners a new opportunity to encounter a personalized learning experience different than they encountered in the traditional school setting.

The Ombudsman Program helps students progress through academic and pro-social skills by offering differentiated instruction of standards-based curriculum in a technology rich environment to improve success toward course completion, test performance and persistence to graduation.

Working with Ombudsman, the District identifies students who may benefit from the program. An initial intake interview is conducted with the student, parent, Ombudsman center director and a District representative, if and when necessary. The Ombudsman center director explains the expectations of the program and asks for the student’s commitment for participation and success in the program. The parent/guardian is also asked to make a commitment to support the student’s effort to succeed in the program.

The District determines credit requirements and projects graduation or promotion, which is reflected in the student’s Academic Profile and Course Schedule. Students who are unable to fulfill the referring District’s graduation requirements may be eligible at the District’s discretion to receive an Ombudsman diploma. The Ombudsman diploma is recognized and accredited as a high school diploma by the Middle States Commission (MSCES), Southern Association of Colleges and Schools (SACS), North Central Association of Schools and Colleges (NCA) and AdvancED Accreditation Commission (AdvancED).

Assessment. Students enrolled in the Ombudsman program will take all required high stakes and end of course assessments. Students are also assessed in reading, writing and mathematics.

Instruction. Each student receives instruction in the courses identified on the Course Schedule utilizing online instructional components, print-based and multimedia resources driven by a standards-based curriculum, small group instruction and, when appropriate, work study, community service and volunteer opportunities. Students are also prepared for high stakes and end of course assessments utilizing targeted test preparation instruction and materials as well as small group instruction. Pro-social skill development through assessment, group discussion, teacher modeling and student role playing is provided to improve student behaviors in and out of the learning environment.

Building on success, the students begin to improve their self-image and establish realistic academic and life-long goals. As a result of the student’s rededication to the process of learning and achieving academic success, the program can provide the student the means to willingly modify his/her behavior in a positive way; including the decision to stay in school in pursuit of a high school diploma.

Evaluation. Each student’s progress is evaluated daily, weekly, monthly and quarterly by the teaching staff using a variety of qualitative and quantitative strategies. Instructional strategies, resources and academic and social skill remediation are adjusted as needed to ensure each student meets all requirements of enrollment. Students must demonstrate proficiency in coursework to earn credit. Those credits are issued back to the District.

Staff. The Ombudsman instructional staff consists of certified teachers who may be supported by instructional assistants, with a minimum of a four-year college degree and/or paraprofessionals. The teaching staff possesses a high degree of professionalism, emotional maturity, general content knowledge, willingness to change instructional strategies, a sense of humor and a passion for teaching the non-traditional student.

Educational Environment. Ombudsman instructional staff members create a positive and nurturing learning environment focused on student success. As relationships are fostered between students and teachers, high expectations are maintained, and students learn to take responsibility for their choices. Students are guided by the Ombudsman staff members in goal setting and making positive choices in academics, behavior, and post-secondary planning.

Student Slots and Costs. Please initial next to the option of your choice, fill in the blanks for the purchase option (if selected), sign, date, return a copy of the Agreement to OES and retain a copy for the District's records.

_____ Option 1) Purchase 1 to 10 student slots: \$6,000.00 per slot multiplied by _____ slots equal a total cost of \$ _____.

Option 2) The District may refer students on an "as-needed" basis, or in addition to slots purchased, at a cost of \$750.00 per student per month or prorated \$50.00 per day for partial months. The District will be billed for "as-needed" slots on a monthly basis, and payment for "as-needed" slots will be due upon receipt of invoices.

The number of slots purchased may be increased through the end of September 2018. Any increase in the number of slots must be agreed to in writing by OES and the District.

A slot purchased by the District is a commitment for that slot for the entire school year. Billing will be based on the number of slots purchased, plus the number of students referred on an "as-needed" basis.

The District agrees to pay for the purchased slots in four (4) equal payments based upon the total purchase price of the slots. Payments will be due on August 15, 2018, October 15, 2018, January 15, 2019, and March 15, 2019.

As needed billing will be based on the number of students referred

Contract Term. The program, and the term of this Agreement, will be for the course of the regular school year pursuant to the District's calendar.

Governing Law. This Agreement shall be governed by and construed in accordance with the laws of Illinois, and time shall be considered of the essence for this Agreement.

Entire Agreement. This Agreement constitutes the entire understanding between Ombudsman and the District, and supersedes all other agreements, whether written or oral, with respect to the subject matter hereof. This Agreement may be executed in separate counterparts (including by means of facsimile), each of which is deemed to be an original and all of which taken together constitute one and the same agreement.

Inurement of Benefits. All covenants and agreements contained in this Agreement by or on behalf of any of the parties hereto shall bind and inure to the benefit of the respective successors and permitted assigns of the parties hereto whether so expressed or not.

Amendment. The provisions of this Agreement may be amended or waived only with the prior written consent of the District and Ombudsman.

Confidentiality. The District will not at any time, whether during or after the term of this Agreement: (1) use for its own benefit or purposes, or for the benefit or purposes of any other person, firm, partnership, association, corporation or business organization, entity or enterprise (each, a "Person"), or (2) disclose in any manner to any Person, any trade secrets, information, data, know-how, or knowledge belonging to, or relating to the affairs of Ombudsman.

Termination. If either party is in material breach of its obligations under this Agreement, the non-breaching party may terminate this Agreement if such breach is not cured within 60 days after the non-breaching party provides notice to the breaching party.

Severability. In case any provision of the Agreement is adjudged invalid, illegal or unenforceable, it shall, to the extent possible, be modified in such a manner as to be valid, legal and enforceable but so as to most nearly retain the intent of the parties, and if such modification is not possible, such provision shall be severed from this Agreement, and in either case, the validity, legality and enforceability of the remaining provisions of this Agreement shall not be affected or impaired thereby.

This Agreement sets forth the business relationship between Ombudsman and the District and is properly executed where indicated below.

District Authorization:	<u>Michael D. Riggie</u>	OES Authorization:	_____
Print Name:	<u>Michael D. Riggie</u>	Print Name:	<u>Rudolph D. Flores</u>
Position:	<u>Superintendent</u>	Position:	<u>Senior Vice President, Operations</u>
Date:	<u>2/28/18</u>	Date:	_____



Elaine Geallis <egeallis@glenbrook225.org>

Re: 22nd Century Media FOIA Request

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>
To: Michal Dwojak <m.dwojak@22ndcenturymedia.com>
Bcc: egeallis@glenbrook225.org

Wed, Feb 26, 2020 at 2:59 PM

Dear Mr. Dwojak,

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 2/19/20 we received your request for the following information:

All public forms of public communication, including but not limited to email, sent or received by Robert Rosinski (rrosinski@glenbrook225.org) from January 21, 2013, to January 29, 2013, with the keywords "resignation" and "resign."

I would like to request all public forms of public communication, including but not limited to email, sent or received by all district emails from January 1, 2012, to the present with the words "Rosinski" and "sleeping."

District Response:

Your request is denied because instead of identifying and requesting public records, you have requested that the School District search its communication databases for keywords. According to *Martinez v. Cook County State's Attorney's Office*, 2018 Il App (1st) 163153, requests for keyword searches are not requests for public records, but rather are requests that seek the creation of a new public record.

If you believe that this response is an unlawful denial of your request, you may file a request for review with the Public Access Counselor ("PAC") pursuant to §9.5 of *FOIA*. You can file your Request for Review with the PAC at the Office of the Attorney General, 500 South 2nd Street, Springfield, IL 62706 or by calling 1-877-299-FOIA. You also have the right to seek judicial review of your denial by filing a lawsuit in the Circuit Court pursuant to §11 of *FOIA*.

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
[Glenbrook High School District 225](http://www.glenbrook225.org)
3801 West Lake Avenue
Glenview, IL 60026

On Wed, Feb 19, 2020 at 3:52 PM Michal Dwojak <m.dwojak@22ndcenturymedia.com> wrote:
Hello,

The following is a request under the Illinois Freedom of Information Act:

I would like to request all public forms of public communication, including but not limited to email, sent or received by Robert Rosinski (rrosinski@glenbrook225.org) from January 21, 2013, to January 29, 2013, with the keywords "resignation" and "resign."

I would like to request all public forms of public communication, including but not limited to email, sent or received by all district emails from January 1, 2012, to the present with the words "Rosinski" and "sleeping."

Please respond within five business days. If the request cannot be completed in that time, please contact me at m.dwojak@22ndcenturymedia.com or (847) 272-4565 to let me know how I can help expedite the process.

Thank you,

--

Michal Dwojak

Sports Editor of the Glenview Lantern and the Northbrook Tower

22nd Century Media

[60 Revere Drive Suite 888](#)

[Northbrook, Illinois, 60062](#)

[Office: \(847\) 272-4565 ext. 26](#)



Elaine Geallis <egeallis@glenbrook225.org>

Re: 22nd Century Media FOIA Request

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Thu, Feb 27, 2020 at 8:08 AM

To: Michal Dwojak <m.dwojak@22ndcenturymedia.com>

Bcc: egeallis@glenbrook225.org

Dear Mr. Dwojak,

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 February 20, 2020, you requested the full personnel file of Robert Rosinski. On February 26, you spoke with Mr. Brad Swanson, Assistant Superintendent for Human Resources, who requested clarification on the specific records you seek, since a personnel file is a collective of various categories of employment records. You clarified that you were seeking any and all disciplinary documents in the file. We have reviewed the file and the District does not possess any such records.

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, Feb 20, 2020 at 12:55 PM Michal Dwojak <m.dwojak@22ndcenturymedia.com> wrote:

Hello,

The following is a request under the Illinois Freedom of Information Act:

I would like to request the personnel file of Glenbrook South physical education teacher Robert Rosinski.

Please respond within five business days. If the request cannot be completed in that time, please contact me at m.dwojak@22ndcenturymedia.com or (847) 272-4565 to let me know how I can help expedite the process.

Thank you,

--

Michal Dwojak

Sports Editor of the Glenview Lantern and the Northbrook Tower

22nd Century Media

60 Revere Drive Suite 888

Northbrook, Illinois, 60062

Office: (847) 272-4565 ext. 26



Elaine Geallis <egeallis@glenbrook225.org>

Re: FOIA Request

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>
To: Matthew Chapman <mchapman@legalaidchicago.org>
Bcc: egeallis@glenbrook225.org

Thu, Mar 5, 2020 at 1:22 PM

Dear Mr. Chapman,

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 2/27/20 we received your request for the following information:

(i) a copy of District 225's current anti-harassment and/or anti-discrimination policy;

District Response: Please see attached.

(ii) copies of all documents outlining District 225's current procedures for responding to sexual harassment and gender-based discrimination, including both peer sexual harassment and discrimination and sexual harassment and discrimination between district employees and students;

District Response: Please see attached.

(iii) copies of any other documents or guidelines that impact the application and enforcement of these policies and procedures; and

District Response: Please see attached.

(iv) the name and contact information of District 225's designated Title IX coordinator.

District Response: No responsive documents.

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, Feb 27, 2020 at 1:50 PM Matthew Chapman <mchapman@legalaidchicago.org> wrote:

Ms. Williams,

Please see the attached letter. Thank you.



Matthew Chapman

Intern, Children and Families Practice Group

p: 312.229.6043 f: 312.612.1577









120 South LaSalle Street, Suite 900, Chicago, IL 60603

www.legalaidchicago.org

Notice: This communication, including attachments, may contain information that is confidential and protected by the attorney/client or other privileges. It constitutes non-public information intended to be conveyed only to the designated recipient(s). If you are not the intended recipient of this communication (or an employee or agent of the intended recipient who is responsible for delivering it to the intended recipient), or if you believe that you have received this communication in error, please notify the sender immediately by return e-mail and promptly delete this e-mail, including any attachments, without reading or saving them in any manner. The unauthorized use, dissemination, distribution, or reproduction of this e-mail, including attachments, is prohibited and may be unlawful. Receipt by anyone other than the intended recipient(s) is not a waiver of any attorney/client or other privilege.

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

8 attachments

-  **ii. 8470(Procedures)-Harassment-Students.pdf**
37K
-  **ii. 6440(Procedures)-Harassment-Employees.pdf**
18K
-  **ii. 8005-Transgender-Students.pdf**
41K
-  **ii. 6010(Procedures)-Nondiscrimination-Including-Title-IX-and-Section-504.pdf**
72K
-  **i. 8470-Harassment-Students.pdf**
21K
-  **i. 6440-Harassment-Employees.pdf**
22K
-  **iii. GBN_Handbook_Final_1920_Sept_1.pdf**
1996K
-  **i. 6010-Nondiscrimination-Including-Title-IX-and-Section-504.pdf**
59K

**BOARD POLICY: NONDISCRIMINATION INCLUDING TITLE IX AND
SECTION 504**

6010

Section A - Policy

1. It is the policy of the Board of Education of District #225 to comply with all federal and state statutes, laws, rules, and regulations which prohibit discrimination in the employment of personnel or in the provision of programs, services, activities, or benefits, on the basis of race, color, religion, national origin, sexual orientation, ancestry, age, sex, weight, marital status, mental or physical disability unrelated to the employee's ability to perform his/her job, unfavorable discharge from military service, or any other unlawful basis.
2. It is the further policy of this Board that both sexes shall be provided equal access to educational and extracurricular programs and activities, and that students with disabilities who are residents of the school district will be provided a free appropriate public education per the 504 regulation.

Section B - Compliance Coordinators

The superintendent shall designate a coordinator or coordinators to coordinate the district's compliance with the requirements of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Illinois Sex Equity Rules, and the nondiscrimination provisions of The School Code, and shall establish and publish grievance procedures to address complaints under these statutes and regulations.

Section C - Notice of Policy

Notice of the Board's policy of nondiscrimination shall be included in the Board policy manual, posted throughout the district, and published in any district statement regarding the availability of employment opportunities, educational services, or Board-sponsored programs.

Approved: September 20, 1976
Revised: August 21, 2000

BOARD POLICY: HARASSMENT - EMPLOYEES

6440

Page 1 of 3 pages

Section A - Introduction

It is the policy of the Board of Education of District #225 to foster an environment which maximizes student learning and employee performance, and a climate of civility among students and employees of the district. Harassment by any student or employee of any other student or employee for whatever reason is inimical to the environment and climate desired by the Board and therefore will not be permitted by the Board.

No person, including a district employee or agent, or student, shall harass or intimidate another employee, student, or another person based upon a person's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual or gender orientation, other legally protected group status or, pertaining to students, based upon their class standing, activities, or affiliations. The district will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects material benefits of employment or education, that interferes with a student or employee's educational or work performance, that denigrates the reputation of the individual or school district, or that creates an intimidating, hostile, or offensive educational or work environment.

Section B - Jurisdiction

The provisions of this policy shall be in force:

1. In any physical area attendant to school or District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, school-sponsored travel at other venues; and
2. On means of school-supplied or sanctioned transportation to or from any of the above; and
3. With respect to activities or events at other locations, if the administration determines that the incident bears a nexus (i.e. impact or connection) to the school, safety at school, or is disruptive to the educational environment.

Section C - Definition of Harassment

Harassment is defined as any unwelcome and personally offensive conduct (including, but not limited to, advances, gestures, or words of a sexual, intimidating, or threatening nature) which:

4. Unreasonably interferes with an individual's work or performance; or

5. Creates an intimidating, hostile, or offensive work/school environment; or
6. Implies that submission to such conduct is made an explicit or implicit term of employment; or
7. Implies that submission to, or rejection of, such conduct will be used as a basis for decision-making affecting the individual.

Examples of prohibited conduct include, but are not limited to, name calling, using derogatory slurs, wearing or possessing items depicting or implying hatred, ridicule, or prejudice of one of the characteristics or protected classes stated in Section A.

Examples of sexual harassment include, but are not limited to, unwelcome or unpermitted touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, demands or requests for sexual favors, spreading rumors related to a person's alleged sexual activities, and subjecting individuals to embarrassment, hostility, humiliation, or intimidation because of their gender.

Section D - Complaint Procedure

1. The superintendent is directed to develop and implement complaint procedures consistent with this policy.
2. Any employee who alleges harassment by a student or employee, or any third person with knowledge of conduct which may constitute harassment, should report the alleged harassment promptly to the building or district complaint coordinators designated by the superintendent as set forth in the procedures of this policy.

Section E - Education and Information Program

8. The superintendent is directed to develop and implement an education and information program for all students and employees which shall be intended to familiarize students and employees with the contents of this policy and the prevention of harassment within the district.
9. As part of the education and information program, the subject of harassment and its prevention shall be included in the curriculum of the district's required health education course.
10. The district may require attendance by employees at harassment inservice programs periodically.
11. The superintendent is directed to publish this policy in the district's policy manual and student and employee handbooks. The publication shall include the names of the designated school and district harassment complaint coordinators.

Section F - Disciplinary Action

12. An employee who violates the terms of this policy shall be subject to disciplinary action. Disciplinary action by the Board of Education may include, but is not limited to, suspension with or without pay, and/or termination of employment.
13. The superintendent shall be informed by the building and district complaint coordinators of any activity which may constitute criminal conduct, and if the superintendent concurs that such conduct may constitute criminal conduct, the superintendent shall report that conduct to the appropriate law enforcement authorities.

Section G - Responsibilities of District Employees

All district employees who receive complaints of harassment from students or staff members are required to notify the building complaint coordinator regarding such complaints.

Section H - Miscellaneous

1. False Reports. Any individual who makes a report of alleged harassment which is later found upon investigation to be completely lacking credible evidence, shall be subject to disciplinary measures under the provisions of this policy.
2. Confidentiality. The rights of confidentiality of both the complainant and the respondent shall be respected consistent with the district's legal obligations, with the necessity to investigate allegations, and to take corrective action. In all cases, however, only those individuals who have a "need to know" shall be provided only that information required by the investigation and corrective action, or required by the individual's professional responsibilities.
3. Abused And Neglected Child Reporting Act. The district shall report instances of sexual harassment of students who are under eighteen years of age to the Illinois Department of Children and Family Services, under circumstances required by the provisions of the Illinois Abused And Neglected Child Reporting Act.
4. Status of Complainant. Filing of a harassment complaint, except in those complaints found upon investigation to be completely lacking credible evidence, shall not adversely affect the employment status of an employee filing the complaint, or the student status of a student filing a complaint.

Approved: May 10, 1993

Revised: August 23, 1993; September 25, 2000; August 11, 2003

Revised: April 11, 2005 to include employees only (New Policy 8470: Harassment B Students was adopted on this date)

Section A - Introduction

It is the policy of the Board of Education of District #225 to foster an environment which maximizes student learning and employee performance, and a climate of civility among students and employees of the district. Harassment by any student or employee of any other student or employee for whatever reason is inimical to the environment and climate desired by the Board and therefore will not be permitted.

No person, including a district employee or agent, or student, shall harass or intimidate another employee, student, or another person based upon a person's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual or gender orientation, other legally protected group status or, pertaining to students, based upon their class standing, activities, or affiliations. The district will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects material benefits of employment or education, that interferes with a student or employee's educational or work performance, that denigrates the reputation of the individual or school district, or that creates an intimidating, hostile, or offensive educational or work environment.

Section B – Jurisdiction

The provisions of this policy shall be in force:

1. In any physical area attendant to school or District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, school-sponsored travel at other venues; and
1. On means of school-supplied or sanctioned transportation to or from any of the above; and
2. With respect to activities or events at other locations, if the administration determines that the incident bears a nexus (i.e. impact or connection) to the school, safety at school, or is disruptive to the educational environment.

In addition to the above jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of these policies wherever the conduct or event occurs. Students who participate in extracurricular activities such as inter-scholastic athletic, drama, fine arts and other competitions or who participate in clubs and activities are representatives of our schools, and as such are expected to conform their behavior to these policies as a condition to continued enjoyment of these privileges.

Section C - Definition of Harassment

Harassment is defined as any unwelcome and personally offensive conduct (including, but not limited to, advances, gestures, or words of a sexual, intimidating, or threatening nature) which:

1. Unreasonably interferes with an individual's work or performance; or
2. Creates an intimidating, hostile, or offensive work/school environment; or
3. Implies that submission to such conduct is made an explicit or implicit term of employment; or
4. Implies that submission to, or rejection of, such conduct will be used as a basis for decision-making affecting the individual.

Examples of prohibited conduct include, but are not limited to, name calling, using derogatory slurs, wearing or possessing items depicting or implying hatred, ridicule, or prejudice of one of the characteristics or protected classes stated in Section A.

Examples of sexual harassment include, but are not limited to, unwelcome, or unpermitted touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, demands or requests for sexual favors, spreading rumors related to a person's alleged sexual activities, and subjecting individuals to embarrassment, hostility, humiliation, or intimidation because of their gender.

Section D - Complaint Procedure

1. The superintendent is directed to develop and implement complaint procedures consistent with this policy.
2. Any student who alleges harassment by a student or employee, or any third person with knowledge of conduct which may constitute harassment, should report the alleged harassment promptly to the building or district complaint coordinators designated by the superintendent as set forth in the procedures of this policy.

Section E - Education and Information Program

1. The superintendent is directed to develop and implement an education and information program for all students and employees which shall be intended to familiarize students and employees with the contents of this policy and the prevention of harassment within the district.
2. As part of the education and information program, the subject of harassment and its prevention shall be included in the curriculum of the district's required health education course.

3. The superintendent is directed to publish this policy in the district's policy manual and student and employee handbooks. The publication shall include the names of the designated school and district harassment complaint coordinators.

Section F - Disciplinary Action

1. A student who violates the terms of this policy shall be considered guilty of gross disobedience or misconduct and shall be subject to disciplinary action in accordance with the procedures of Policy 8410: Disciplinary Action Relative to Student Misconduct. Disciplinary action may include, but is not limited to, suspension from school, and in those instances of repeated or flagrant gross disobedience or misconduct, expulsion from school.
2. The superintendent shall be informed by the building and district complaint coordinators of any activity which may constitute criminal conduct, and if the superintendent concurs that such conduct may constitute criminal conduct, the superintendent shall report that conduct to the appropriate law enforcement authorities.

Section G - Responsibilities of District Employees

All district employees who receive complaints of harassment from students or staff members are required to notify the building complaint coordinator regarding such complaints.

Section H - Miscellaneous

1. False Reports. Any individual who makes a report of alleged harassment which is later found upon investigation to be completely lacking credible evidence, shall be subject to disciplinary measures under the provisions of this policy.
2. Confidentiality. The rights of confidentiality of both the complainant and the respondent shall be respected consistent with the district's legal obligations, with the necessity to investigate allegations, and to take corrective action. In all cases, however, only those individuals who have a "need to know" shall be provided only that information required by the investigation and corrective action, or required by the individual's professional responsibilities.
3. Abused and Neglected Child Reporting Act. The district shall report instances of sexual harassment of students who are under eighteen years of age to the Illinois Department of Children and Family Services, under circumstances required by the provisions of the Illinois Abused and Neglected Child Reporting Act.
4. Status of Complainant. Filing of a harassment complaint, except in those complaints found upon investigation to be completely lacking credible evidence, shall not adversely affect the employment status of an employee filing the complaint, or the student status of a student filing a complaint.

Approved: May 10, 1993

Revised: August 23, 1993; September 25, 2000; August 11, 2003

Adopted: April 11, 2005 (Adapted from former Policy 6440: Harassment)

**PROCEDURES FOR IMPLEMENTING BOARD POLICY:NONDISCRIMINATION INCLUDING
TITLE IX ANDSECTION 504**

6010

Page 1 of 7 pages

The Grievance Procedure is as follows:

Definition - A "grievance" shall mean a complaint which has been filed by a student or by a student's parents or an employee of the District, dealing specifically with Title IX. This grievance procedure is not applicable to situations for which other appeal and adjudication procedures are provided in state laws or negotiated agreements with employment groups clearly outside the regulations set forth by Title IX and outside the purview and jurisdiction of the Office of Civil Rights.

Specific Purpose - The primary purpose of the grievance procedures is to secure, at the earliest level possible, an equitable solution to a complaint. Normal channels of communication, from student to teacher, from employee to supervisor, and from applicant to the Personnel Office should be followed whenever feasible in seeking clarification of questions or concerns before the formal grievance procedure is utilized.

Confidentiality - All grievance proceedings shall be kept in strict confidence at each level of the procedure.

Time - The number of days indicated at each level of the procedure shall be regarded as a maximum, and every effort shall be made to expedite the process. The limits specified may be extended by mutual agreement. Such agreement must be in writing and signed by both parties. The number of days refers to normal working days and excludes weekends and holidays observed by the District.

Withdrawal - A complaint may be withdrawn by the grievant at any level of proceeding without prejudice or record.

Hearings and Decisions - At each of the four steps in the grievance procedure, the grievant shall be given the opportunity to be present and to be heard. All decisions at each step (except Step One) shall be in writing and shall include supporting reasons. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.

Reprisals - No reprisal of any kind shall be taken by or against any party of legitimate interest or any legitimate participant in the grievance procedure by reason of such participation.

Preservation of Records - All proceedings external to the decision of the Superintendent shall be destroyed. Any grievant, however, who wishes the proceedings of his/her complaints to be placed in his/her personnel file may do so by filing a written request to the Hearing Officer.

Step #1 - The grievant shall first present the alleged grievance orally and informally to the person whose action prompted the complaint. If the complaint is not promptly resolved, the grievant can proceed to Step #2.

Step #2 - Within fifteen (15) days of the incident, the grievant shall present a formal claim in writing (including all supporting statements and evidence) to the administrator of the area in which the alleged grievance occurred. The administrator will arrange a meeting with the grievant at a mutually convenient time to discuss the alleged grievance. Of course, additional meetings may be held at the request of either the grievant or administrator. The administrator will respond in writing to the written complaint received from the grievant. The written response must be rendered within seven (7) days. A copy of this written response must be forwarded to the Title IX Hearing Officer.

Step #3 - If the grievant is not satisfied with the resolution of the grievance in Step #2, the grievant may appeal the decision to the Title IX Hearing Officer. The appeal may contain copies of all original correspondence initiated by the grievant along with the written response of the administrator in Step #2. The Hearing Officer may arrange for a meeting with either or both the grievant and the administrator. The Hearing Officer will evaluate the evidence supporting the complaint and the decision of the administrator and render his decision within ten (10) days after receiving the appeal.

Step #4 - If the grievant is not satisfied with the resolution of the grievance in Step #3, the grievant may file his/her written complaint with the Superintendent of Schools, through the Hearing Officer. The complaint must be filed within seven (7) days. The Hearing Officer will notify the Superintendent of the intent of the grievant and furnish same with copies of all written documents rendered through Step #3.

The Superintendent will meet with the grievant at the earliest mutually agreeable time. A final determination of the complaint will be made within ten (10) days and submitted in writing to the grievant.

TITLE IX GRIEVANCE FILING FORM*

Date _____

Your name _____

Your school and/or position _____

Place where you may be reached _____

Address _____

Telephone Number _____

Nature of your grievance (Please describe policy or action you believe may be in violation of Title IX, indicate specific section(s) of Title IX you believe is being violated, and identify any person(s) you believe may be responsible for the violation.)

If others are affected by the possible violation, please give their names and/or positions.

Please describe any corrective action you would like to see taken with regard to the possible Title IX violation or provide other information relevant to this grievance.

Signature of grievant

Signature of person receiving grievance

Date of grievance filing

***To be submitted to Title IX Coordinator**

INFORMAL HEARING

STEP I

Date of hearing_____ **Time of hearing**_____ **Place of hearing**_____

Persons present: Grievant(s)_____

Respondent(s)_____

Facts of grievance

Areas of agreement_____

Areas of disagreement_____

Corrective actions

Areas of agreement_____

Areas of disagreement_____

Title IX decision reached_____

Date received by Title IX Coordinator_____

Summation of unresolved areas of grievance_____

Notification of parties in Step II

Parties notified_____ **Date notified**_____

BUILDING HEARING - ADMINISTRATIVE

STEP II

Date of hearing_____ **Time of hearing**_____ **Place of hearing**_____

Persons present: Grievant(s)_____

Respondent(s)_____

Facts of grievance

Areas of agreement_____

Areas of disagreement_____

Corrective actions

Areas of agreement_____

Areas of disagreement_____

Title IX decision reached_____

Date received by Title IX Coordinator_____

Summation of unresolved areas of grievance_____

Notification of parties in Step III

Persons notified_____ **Date notified**_____

TITLE IX HEARING OFFICER

STEP III

Date of hearing _____ **Time of hearing** _____ **Place of hearing** _____

Persons present: Grievant(s) _____

Respondent(s) _____

Facts of grievance

Areas of agreement _____

Areas of disagreement _____

Corrective actions

Areas of agreement _____

Areas of disagreement _____

Title IX decision reached _____

Date received by Title IX Coordinator _____

Summation of unresolved areas of grievance _____

Notification of parties in Step IV

Persons notified _____ **Date notified** _____

SUPERINTENDENT'S HEARING

STEP IV

Date of hearing _____ **Time of hearing** _____ **Place of hearing** _____

Persons present: Grievant(s) _____

Facts of grievance

Areas of agreement _____

Areas of disagreement _____

Corrective action

Areas of agreement _____

Areas of disagreement _____

Superintendent's decision _____

Date received _____

Recommendation for further action _____

Recommendations transmitted to _____

Date transmitted _____

Action taken _____

Glenbrook High School District #225

PROCEDURES FOR IMPLEMENTING BOARD POLICY:

HARASSMENT – EMPLOYEES

6440

Page 1 of 4 pages

Section A – Introduction

It is the policy of the Board of Education of District #225 to prohibit harassment of any employee for whatever reason. The Board has directed the superintendent to develop implementation procedures consistent with the Board's policy, which will be included in the staff handbooks. The procedures are outlined below.

Section B - Harassment Complaint Coordinators

1. Each school principal shall appoint two school harassment complaint coordinators, one of each sex. The school principals shall notify all employees, parents, and students of the names of the school harassment complaint coordinators.
2. The superintendent shall appoint two district harassment complaint coordinators, one of each sex. The superintendent shall notify all employees, parents, and students of the district of the names of the district harassment complaint coordinators.
3. At the superintendent's discretion, an independent harassment complaint coordinator may be appointed on an "as needed" basis, having jurisdiction as designated by the superintendent.

Section C - Complaint Procedures

Level 1 -- Initial Complaints

1. Any employee who alleges harassment, or any third person with knowledge of conduct which may constitute harassment, should report the alleged harassment promptly to one of the harassment complaint coordinators at the building where the alleged harassment occurs. However, complainants may report an incident to any complaint coordinator or to any district administrator. As a general rule, complaints involving harassment between a student and an employee will be referred by the complaint coordinator to the building complaint coordinator, and complaints involving harassment among employees will be referred to the appropriate building or district coordinator.
2. The complaint coordinator will require that the complaint be placed in writing. If the report is presented orally, the complaint coordinator shall prepare a written report based on the complainant's oral report, which shall be signed by the complainant. A report alleging harassment should contain the following elements:

PROCEDURES FOR IMPLEMENTING BOARD POLICY:

HARASSMENT – EMPLOYEES

6440

Page 2 of 4 pages

- a. Names of individuals involved in the incident(s) including the names of any witnesses.
 - b. Date, time, and location of the incident.
 - c. A description of the incident.
 - d. Submission date of the incident report.
3. The complaint coordinator will attempt to resolve the complaint without resorting to the Level 2 procedures. Prior to the final resolution of the complaint, the building complaint coordinator will confer with the complainant and respondent regarding the proposed resolution.
 4. A complaint will only be deemed resolved if both complainant and respondent have signed a statement to the effect that the complaint has been resolved to their respective satisfactions.
 5. If the complaint is resolved, a written summary of the resolution will be created and maintained by the building complaint coordinator.

Level 2 -- Unresolved Complaints

1. For unresolved Level 1 complaints, the complaint coordinator shall promptly begin a formal investigation to determine the validity and severity of the allegations. The complaint coordinator shall interview the individual filing the complaint, the individual being accused of harassment, and may interview other individuals having knowledge of the alleged harassment. The complaint coordinator shall keep written notes of the interviews.
2. As part of the investigation process, the complaint coordinator may consult with other members of the faculty or staff (to the extent that they may have relevant information), including the employee's supervisor, the principal, the Director of Human Resources, the superintendent, and the school board attorney, as necessitated by the circumstances or severity of the allegations.
3. The complaint coordinator shall attempt to complete the investigation and inform the complainant of the coordinator's findings and recommendations for resolution within ten working days of receipt of the complaint.
4. If the allegations involving an employee are found to be valid, the complaint coordinator shall refer the case to the employee's supervisor, principal, or Human Resources Director, as the coordinator reasonably deems appropriate, for disciplinary action. Appeals of disciplinary actions shall be addressed through normal administrative procedures.

PROCEDURES FOR IMPLEMENTING BOARD POLICY:

HARASSMENT – EMPLOYEES

6440

Page 3 of 4 pages

5. The complaint coordinator shall provide a written response to the complainant of the disposition of the case and forward a copy to the district coordinator. A copy of same will be forwarded to the superintendent.

Section D - Appeal to a District Harassment Complaint Coordinator

1. If the complainant and/or respondent is not satisfied with the response from the school complaint coordinator, the complainant or respondent may file a written appeal to one of the district's complaint coordinators within ten working days of receipt of the response from the school complaint coordinator. If the district complaint coordinator is handling the case, the matter will be appealed to an independent complaint coordinator designated by the superintendent.
2. The complaint coordinator conducting the appeal shall conduct a hearing within ten working days after receipt of the notice of appeal at which time the complainant and respondent shall be given an opportunity to present testimony and documents relevant to the complaint. Detailed minutes of the hearing shall be maintained. The district complaint coordinator or independent complaint coordinator, if appointed, shall provide a written response to the complainant and respondent within fifteen working days following the completion of the hearing. The Board of Education shall be provided a copy of the written response and relevant supporting documentation.
3. The Board of Education may, at its discretion, bypass the complaint coordinator's appeal hearing and have the appeal brought directly to the Board or its appointed hearing officer for a hearing.
4. Upon a hearing, the Board of Education shall take such action as it deems appropriate.

Section E - Appeal to Board of Education

1. If the complainant or respondent is not satisfied with the district complaint coordinator's decision, or if the coordinator fails to provide the complainant and respondent with a written decision within the time limits specified in Section D above, the complainant or respondent may file a written appeal with the Board of Education.
2. The complainant or respondent must file a written appeal within ten working days of the receipt of the district complaint coordinator's or independent complaint coordinator's decision.
3. The Board may, at its discretion, convene a hearing to hear testimony regarding the complaint, or appoint a hearing officer to so act.

PROCEDURES FOR IMPLEMENTING BOARD POLICY:

HARASSMENT – EMPLOYEES

6440

Page 4 of 4 pages

4. Within thirty working days of the filing of the appeal, or, in the case of a hearing officer, thirty working days from the receipt of the report, the Board shall provide the complainant and respondent with a written decision.
5. Upon a hearing, the Board of Education shall take such action as it deems appropriate.

Section H - Miscellaneous

Nothing in these procedures are intended to deny the right of any individual to pursue other avenues of relief as may be provided for in various state and federal statutes regarding harassment.

Section I - Harassment Complaint Coordinators and Dean's Office Personnel

The school administration will publish the names and office phone numbers of the designated harassment complaint coordinators and the Dean's office personnel at start of each school year. These names will be published in the Student/Parent Handbook and posted for access by students and employees.

Adopted: May 10, 1993

Revised: August 23, 1993; September 25, 2000; May 9, 2002; August 11, 2003

Revised: April 11, 2005 to include employees only (New Policy 8470: Harassment – Students was adopted on this date)

I. PURPOSE:

The purpose of this policy is to ensure that all individuals who identify their gender differently from their sex assigned at birth do not encounter discrimination based on that identification, and that the health, safety, comfort and privacy of all students are protected. As such, no student based on gender identification will be inappropriately excluded, separated, denied benefits, or otherwise treated differently from any other students in terms of accessing or enjoying the benefits of the District's educational programs or activities. The dignity of all students will be respected, and students who identify their gender differently from their sex assigned at birth are recognized as a protected class under Illinois law.

District 225 strives to provide a safe and supportive environment that helps students succeed academically and socially. To that end, the school district promotes respect for all people and does not tolerate bullying, harassment, or discrimination at school.

Bullying, harassment, and discrimination, based on gender, can affect all students. Therefore the District fosters an educational environment that is safe and free from discrimination for all students, regardless of, among other things, sex, sexual orientation, gender identity, or gender expression, and facilitates compliance with local, state and federal laws concerning bullying, harassment and discrimination.

School district personnel will work closely with transgender students and their parents/guardians to strive to honor their wishes with respect to use of school facilities, participation in athletics and school programs, accuracy of student records, use of preferred names and pronouns, and privacy, in accordance with applicable law, and to the extent that the school district's campus facilities reasonably permit.

Many questions arise for students, families, and school district personnel when considering the best supports for our transgender students. This policy does not anticipate every situation that might occur with respect to transgender students and its implementation should be grounded in, among other things, the developmental differences presented by each student and a reasonable response.

II. JURISDICTION:

These guidelines in this policy cover conduct that takes place in school, on school property, at school sponsored functions and activities, and on school buses or vehicles. These guidelines also pertain to the use of electronic technology and electronic communications that occur on school computers, networks, forums, and any other school supported platforms. These guidelines apply to the entire school community including students, educators, district staff, guests and volunteers.

III. DEFINITIONS:

- a. “Bullying” includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directly toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
 2. Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
 3. Substantially interfering with the student’s or students’ academic performance;
 4. Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.
- b. “Cyberbullying” means bullying through the use of technology or any electronic communication, including without limitation, any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person of the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.
- c. “Gender” refers to the social and cultural meaning given to sex – masculine or feminine. Among other things, gender imparts meaning regarding sex through many factors, including, but not limited to dress, talk, names, characteristics, roles, and behaviors a society commonly associates with being male or female.
- d. “Gender Expression” refers to the consistently asserted physical and behavioral manifestations of one’s gender identity, commonly expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

- e. “Gender identity” refers to a person’s psychological identification of male or female sex. Gender identity does not necessarily correspond to an individual’s sex assigned at birth.
- f. “Gender Transition” is the process through which transgender individuals begin to live as the gender with which they identify, rather than the one typically associated with their sex assigned at birth. Social transition may include things such as changing names, pronouns, hairstyle and clothing.
- g. “Transgender” is an umbrella term referring to an individual whose gender identity or gender expression falls outside socially typical gender norms.
- h. “LGBTQ” is an acronym that stands for “lesbian, gay, bisexual, transgender, and questioning.”
- i. “Sex Assigned at Birth” refers to the sex designation recorded on an infant’s birth certificate should such a record be provided at birth. In the event that there is no designation at birth, the parent needs to identify the sex designation when he or she enrolls a child.

IV. GENERAL GUIDANCE:

Usually, it will be the student, parent or guardian who informs the school of the student’s transgender status or impending transition. However, it is not uncommon for a student’s desire to transition to first surface at school. If school district personnel believe that a gender identity issue is presenting itself and creating challenges for the student at school, it is in most cases appropriate for an administrator (or designee who has expertise and an existing positive relationship with the student and/or student’s parent/guardian) to approach the student’s parent/guardian about the issue. Together, the family and appropriate school personnel can then effectively prepare an approach to supporting the student’s gender expression and deploy supports as needed for the student’s well-being. While it may be important to consider a student’s age and grade level during the planning process for gender transition, such considerations cannot be used by the school district as a justification to delay or deny a student’s gender transition.

School district personnel are expected to accept a student’s consistently asserted gender identity when it is a sincerely held part of the student’s core identity. The school district will not question or disregard the student’s assertion of gender identity unless there is a credible basis for determining that the student has asserted a particular identity for some improper purpose.

All staff must be aware of the information provided in this policy. If staff have questions regarding the provisions contained in these guidelines, they should contact the administration for clarification so that each transgender student is properly supported.

V. PERSONAL APPEARANCE:

The school district enforces Board Policy 8100: Personal Appearance and student/parent handbook guidelines. Students are permitted to dress in accordance with their gender identity, within the parameters of that Policy and those guidelines. School staff shall not enforce that Policy and those guidelines with transgender students differently from how they are enforced with other students.

VI. PROTECTED STUDENT INFORMATION AND PRIVACY CONSIDERATIONS:

Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others. All individuals, including students, have rights to privacy. These include the right to keep private one's transgender status at school. Information about a student's transgender status, legal name, or sex assigned at birth may also constitute protected student information under the Family Educational Rights and Privacy Act (FERPA).

Except as set forth herein, school district personnel will not disclose information that may reveal a student's transgender status. In accordance with FERPA, only those school employees with a legitimate educational interest will have access to a student's records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate FERPA and other privacy laws. The District will abide by the provisions of the Illinois School Student Records Act (ISSRA).

As necessary, school district personnel will work closely with the student and parent/guardian in devising an appropriate plan regarding the confidentiality of the student's transgender status.

VII. STUDENT RECORDS:

In order to protect each student's privacy, the school district will maintain the student's official permanent record in a secure location, separate from the location of the student's other records. If the official student record is maintained electronically, similar security measures will be implemented to protect student privacy.

The school district is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and sex assigned at birth. However, the school district is permitted to use a student's preferred name on most school records and documents. Certain categories of student records are required to be kept by the district during the student's attendance. These records will reflect the name and gender corresponding with the student's consistently

asserted gender identity but may include certain documentation that requires notation of the legal name and sex assigned at birth. Such protected student information shall only be released to third parties in accordance with FERPA and ISSRA, and other applicable legal or regulatory requirements.

The school district will accommodate a student's desire to be addressed in the name and pronouns corresponding with the student's consistently asserted gender identity. However, there are some documents that will still require the use of the student's legal name and sex assigned at birth. Documents, including but not limited to, truancy, criminal charges, or other documentation required to be filed with the court must be filed in the student's legal name and sex assigned at birth.

IDEA Special Education Documents (IEP, Evaluations Reports, and Notices), Section 504 Service Agreements, and Student Medical Plans as well as student discipline and incident reports should be written in the name and gender corresponding with the student's consistently asserted gender identity.

In situations where school district staff or administrators are required by law to use or report a transgender student's legal name or sex assigned at birth, such as for purposes of standardized testing, the school district will make reasonable efforts to implement practices to avoid the inadvertent disclosure of such information. The school district will make reasonable efforts to ensure that test proctors address the student in the name and pronouns corresponding with the student's consistently asserted gender identity during examinations.

VIII. EXTRACURRICULAR ACTIVITIES, SPORTS, PHYSICAL EDUCATION, FIELD TRIPS:

The District schools are members of the Illinois High School Association (IHSA) and as a result, transgender students will be permitted to participate in extracurricular activities and sports in accordance with Administrative Procedure 34 of the IHSA. In physical education and field trips, transgender students will be allowed to participate in accordance with their consistently asserted gender identity. Nothing in this policy shall be construed to excuse any student from following necessary or customary protocols for obtaining parent consent for athletic participation, including permission slips, consent forms, and waivers. School district personnel will implement IHSA guidelines when advising transgender students about the process for obtaining parental consent for athletic participation.

IX. RESTROOM ACCESSIBILITY:

Students shall have access to the restroom that corresponds to their consistently expressed gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a private restroom facility. No student shall be required to use a private restroom facility

based solely on gender identity unless they are operating under a required safety plan or other agreement.

X. LOCKER ROOMS:

Use of locker rooms by transgender students will be assessed on a case-by-case basis, with the goals of maximizing student social integration regardless of gender status, providing an equal opportunity to participate in physical education classes and athletic opportunities, and protecting student health, safety, comfort, and privacy. In most cases, the school district will provide students with access to locker rooms that correspond to their consistently expressed gender identity. Reasonable alternatives may also be considered in consultation with a student and the student's parent/guardian, including use of a private area (e.g. a nearby restroom stall with a door, an area separated by a curtain, an office in the locker room area, or a separate changing schedule whereby the student utilizes the locker room before or after other students).

In appropriate circumstances, an alternative arrangement to locker room use will be provided for students who have not made public their transgender status, but who do not wish to use the locker room of the sex they were assigned at birth. No student will be required to use a locker room that conflicts with his/her consistently asserted gender identity. In all situations, school district personnel are required to take reasonable measures to protect the health, safety, comfort, and privacy of all students.

XI. ACTIVITIES WHERE STUDENTS ARE SEPARATED BY GENDER:

As a general rule, in any other circumstances where students are typically separated by gender (e.g. overnight field trips), students will be permitted to participate in accordance with the consistently asserted gender identity. Activities that require overnight accommodations will be addressed on a case-by-case basis considering, among other things, the factors set forth below.

1. Student preference (including as to potential roommates);
2. protecting student privacy;
3. maximizing social integration of students;
4. minimizing stigmatization of students;
5. ensuring equal opportunity to participate;
6. student age (including in relation to the ages of other participants); and
7. protecting the safety of all students.

Coaches/trip sponsors should make reasonable efforts to consider multiple options for accommodations in the event any student participants have specific privacy concerns to ensure the inclusion of all students in overnight trips.

XII. QUESTIONS AND CONCERNS:

All students should be encouraged to discuss questions, concerns, comments, or requests for resources related to this policy or its application with appropriate school personnel to avoid the occurrence of incidents that would in any manner undermine or interfere with the provision of a safe and supportive environment for all students. Keeping the lines of communication open is crucial, and allows the school district to make adjustments as necessary to better ensure the health, safety, comfort, and privacy of all students.

Approved: January 22, 2018

Glenbrook High School District #225

PROCEDURES FOR IMPLEMENTING BOARD POLICY:

HARASSMENT – STUDENTS 8470

Page 1 of 4 pages

Section A – Introduction

It is the policy of the Board of Education of District #225 to prohibit harassment of any student for whatever reason. The Board has directed the superintendent to develop implementation procedures consistent with the Board's policy, which will be included in the student/parent handbooks. The procedures are outlined below.

Section B - Harassment Complaint Coordinators

1. Each school principal shall appoint two school harassment complaint coordinators, one of each sex. The school principals shall notify all employees, parents, and students of the names of the school harassment complaint coordinators.
2. The superintendent shall appoint two district harassment complaint coordinators, one of each sex. The superintendent shall notify all employees, parents, and students of the district of the names of the district harassment complaint coordinators.
3. At the superintendent's discretion, an independent harassment complaint coordinator may be appointed on an "as needed" basis, having jurisdiction as designated by the superintendent.

Section C - Complaint Procedures

Level 1 -- Initial Complaints

1. Any student who alleges harassment, or any third person with knowledge of conduct which may constitute harassment, should report the alleged harassment promptly to one of the harassment complaint coordinators or an administrator at the building where the alleged harassment occurs. However, complainants may report an incident to any complaint coordinator or to any district administrator. As a general rule, complaints involving harassment among students will be referred by the complaint coordinator to dean's office personnel, and complaints involving harassment between a student and an employee will be referred to the building complaint coordinator.
2. The complaint coordinator or dean will require that the complaint be placed in writing. If the report is presented orally, the complaint coordinator or dean shall prepare a written report based on the complainant's oral report, which shall be signed by the complainant. A report alleging harassment should contain the following elements:
 - a. Names of individuals involved in the incident(s) including the names of any witnesses.

PROCEDURES FOR IMPLEMENTING BOARD POLICY:

HARASSMENT – STUDENTS

8470

Page 2 of 4 pages

- b. Date, time, and location of the incident.
 - c. A description of the incident.
 - d. Submission date of the incident report.
3. If a dean receives the complaint, a copy will be forwarded to the building complaint coordinator.
 4. The complaint coordinator or dean will attempt to resolve the complaint without resorting to the Level 2 procedures. The resolution of student complaints may include the use of peer mediation, discussion, investigation, referral to guidance counselors, social workers, police liaison officer, parents and/or community agencies. Prior to the final resolution of the complaint, the dean and the building complaint coordinator will confer regarding the proposed resolution.
 5. A complaint will only be deemed resolved if both complainant and respondent have signed a statement to the effect that the complaint has been resolved to their respective satisfactions.
 6. If the complaint is resolved, a written summary of the resolution will be created and maintained by the building complaint coordinator. If handled by the dean, a copy will be forwarded to the building complaint coordinator.

Level 2 -- Unresolved Complaints

1. The Dean's Office shall refer unresolved student complaints to a building coordinator. For unresolved Level 1 complaints, the complaint coordinator shall promptly begin a formal investigation to determine the validity and severity of the allegations. The complaint coordinator shall interview the individual filing the complaint, the individual being accused of harassment, and may interview other individuals having knowledge of the alleged harassment. The complaint coordinator shall keep written notes of the interviews.
2. As part of the investigation process, the complaint coordinator may consult with other members of the faculty or staff (to the extent that they may have relevant information), including the dean of students, the principal, the Director of Human Resources, the superintendent, and the school board attorney, as necessitated by the circumstances or severity of the allegations.
3. The complaint coordinator shall attempt to complete the investigation and inform the complainant of the coordinator's findings and recommendations for resolution within ten working days of receipt of the complaint.

4. The complaint coordinator shall provide a written response to the complainant of the disposition of the case and forward a copy to the district coordinator. A copy of same will be forwarded to the superintendent.

Section D - Appeal to a District Harassment Complaint Coordinator

1. If the complainant and/or respondent is not satisfied with the response from the school complaint coordinator, the complainant or respondent may file a written appeal to one of the district's complaint coordinators within ten working days of receipt of the response from the school complaint coordinator. If the district complaint coordinator is handling the case, the matter will be appealed to an independent complaint coordinator designated by the superintendent.
2. The complaint coordinator conducting the appeal shall conduct a hearing within ten working days after receipt of the notice of appeal at which time the complainant and respondent shall be given an opportunity to present testimony and documents relevant to the complaint. Detailed minutes of the hearing shall be maintained. The district complaint coordinator or independent complaint coordinator, if appointed, shall provide a written response to the complainant and respondent within fifteen working days following the completion of the hearing. The Board of Education shall be provided a copy of the written response and relevant supporting documentation.
3. The Board of Education may, at its discretion, bypass the complaint coordinator's appeal hearing and have the appeal brought directly to the Board or its appointed hearing officer for a hearing.
4. Upon a hearing, the Board of Education shall take such action as it deems appropriate.

Section E - Appeal to Board of Education

1. If the complainant or respondent is not satisfied with the district complaint coordinator's decision, or if the coordinator fails to provide the complainant and respondent with a written decision within the time limits specified in Section D above, the complainant or respondent may file a written appeal with the Board of Education.
2. The complainant or respondent must file a written appeal within ten working days of the receipt of the district complaint coordinator's or independent complaint coordinator's decision.
3. The Board may, at its discretion, convene a hearing to hear testimony regarding the complaint, or appoint a hearing officer to so act.

4. Within thirty working days of the filing of the appeal, or, in the case of a hearing officer, thirty working days from the receipt of the report, the Board shall provide the complainant and respondent with a written decision.
5. Upon a hearing, the Board of Education shall take such action as it deems appropriate.

Section F - Appeal to the Superintendent to the Educational Service Region

If the complainant is a student and the complainant or respondent is not satisfied with the final disposition of the complaint by the Board of Education, or if the Board fails to issue a timely decision, the complainant or respondent may appeal the decision to the superintendent of the Educational Service Region pursuant to Section 3-10 of the School Code. (105 ILCS 5/3-10)

Section G - Appeal to the State Superintendent of Education

If the complainant is a student and the complainant or respondent is not satisfied with the disposition of the complaint by the superintendent of the Educational Service Region, the complainant or respondent may appeal the decision to the state superintendent of education pursuant to Section 2-3.8 of the School Code. (105 ILCS 5/2-3.8)

Section H - Miscellaneous

Nothing in these procedures are intended to deny the right of any individual to pursue other avenues of relief as may be provided for in various state and federal statutes regarding harassment.

Section I - Harassment Complaint Coordinators and Dean's Office Personnel

The school administration will publish the names and office phone numbers of the designated harassment complaint coordinators and the Dean's office personnel at start of each school year. These names will be published in the Student/Parent Handbook and posted for access by students and employees.

Adopted: May 10, 1993

Revised: August 23, 1993; September 25, 2000; May 9, 2002; August 11, 2003

Adopted: April 11, 2005 (Adapted from former Policy 6440: Harassment)

Revised: July 9, 2007



**GLENBROOK
NORTH**

HIGH SCHOOL

Student/Parent Handbook 2019-2020

Student Attendance: 847.509.2432 or
gbnattendance@glenbrook225.org

Spartan Athletic Information: 847.509.2607

Anonymous Concern:

Text-A-Tip

Text "GBN Help" & a Message to 844.823.5323

CONTENTS

CORE BELIEFS	2
INFORMATION DIRECTORY	4
INSTRUCTIONAL PROGRAMS & PROCEDURES	5
SPECIAL EDUCATION	13
STUDENT SERVICES	14
STUDENT ASSISTANCE PROGRAM	15
HEALTH SERVICES	16
EXTRA-CURRICULAR ACTIVITIES	17
PARENTS' GROUPS/GLENBROOK WEBSITE/CABLE TV & RADIO	18
ATHLETICS	19
MAP	26
OFFICE OF THE DEANS	21-25, 28
STUDENT RIGHTS AND RESPONSIBILITIES	29
CODE OF CONDUCT	50
INDEX	51
BLOCK SCHEDULE	52

Glenbrook North High School

MISSION

Glenbrook North High School is a learning community dedicated to students and committed to quality of thought, word, and deed.

CORE BELIEFS

Learning

Learning is a dynamic process fundamental to the human condition. All members of our school communities can learn and should take responsibility for learning. Our curricular and co-curricular programs should offer experiences to build essential knowledge and skills which prepare students for productive, ethical lives.

Students

All students should actively engage themselves to become knowledgeable, analytical, reflective, and creative learners. Our students' needs, whether individual or collective, should be the focus of decision-making in the educational process.

Teachers

All teachers should set high expectations and use effective instructional strategies to engage students as learners. Our teachers should seek to renew the content and delivery of the curriculum to stimulate curiosity, to foster imagination, to demonstrate relevance, and to establish connections among disciplines.

Community

All members of our school communities share responsibility for the educational process. Relationships among students, faculty, staff, parents, Board of Education, and other residents should be based on dignity, respect, open communication, and positive collaboration.

Values

Ethical values are essential to democratic citizenship in our school communities and our world. Our curricular and co-curricular programs should encourage civility, tolerance, compassion, honesty, self-discipline, and perseverance.

Climate

Our schools should be safe, nurturing places. Our climates should support the intellectual, emotional, social, and physical development of all members of our school communities.

Quality

Quality is the fulfillment of expectations, our expected degree of excellence. Clear and attainable definitions of quality should guide the individual work of all members of our school communities. An assessment process should exist whose results shape our educational programs and evaluate our collective work against recognized local, state, national, and international standards.

Glenbrook North High School

LEARNING OUTCOMES

Through our curricular and co-curricular programs, the Glenbrook North student will:

Knowledge base

- ▶ acquire and apply a body of essential knowledge and skills within disciplines

Thinking skills

- ▶ build on prior learning to expand knowledge, skills, and understanding
- ▶ connect knowledge and experiences across disciplines
- ▶ demonstrate problem-solving abilities
- ▶ take appropriate risks to generate new ideas in a variety of applications

Information literacy

- ▶ locate, select, evaluate, and synthesize print-based and technology-based sources of information to create and communicate knowledge

Communication skills

- ▶ communicate with clarity, purpose, and understanding of audience through reading and writing, listening and speaking, and viewing and visually representing

Life skills

- ▶ demonstrate personal responsibility for decisions, actions, and their consequences
- ▶ develop and maintain habits of wellness
- ▶ produce work that reflects pride, craft, creativity, and scholarship

Social responsibilities

- ▶ interact successfully with others
- ▶ manage and evaluate behavior with others
- ▶ deal constructively with conflict caused by differences of opinion
- ▶ demonstrate responsible citizenship

Global perspective

- ▶ demonstrate an understanding of and respect for diverse human perspectives
- ▶ demonstrate an understanding of and responsibility for global issues

INFORMATION DIRECTORY

Academic Concerns:

Specific Academic Concern Teacher of class
 Curriculum/Instruction Dr. Edward Solis/Associate Principal, 509-2402
 General Educational Concern Student's Counselor

Athletics Information (Recording) 509-2607

Athletic Concerns:

Specific Athletic Concern Coach of the sport or Mr. John Catalano, Athletic Director, 509-2601
 Athletic Equipment Mr. John Catalano, Athletic Director, 509-2601

Attendance:

Reporting Attendance Office, 509-2432
 Truancy Mr. William Eike/Dean, 509-2462

Band Mr. Richard Chapman, 509-2437

Bookstore 509-2407

Broadcasting Mr. Todd Rubin, 509-2569

Building Facilities:

Maintenance Associate Principal, 509-2404
 Rental Dr. Michael Tarjan/Assistant Principal/Student Activities, 509-2670
 Bus Schedule/Route Problems District Office, 486-4277

Cafeteria Quest Food Service, Manager, 509-2408

College Applications Student's Counselor

College Counselor Dr. David Boyle/Student Services, 509-2537

College Testing (ACT/SAT/AP) Dr. Edward Solis/Associate Principal, 509-2402 or Student Services, 509-2552

Competency Testing Dr. Edward Solis/Associate Principal, 509-2402

Continuing Education:

Glenbrook Evening School Principal 486-4709
 Alliance for Lifelong Learning 486-4713

Center for the Performing Arts (Auditorium):

Manager Mr. Joel Monaghan, 509-2430
 After School: Box Office/Tickets 509-2446

Debate Dr. Michael Greenstein, 509-2648

Disciplinary Matters Mr. William Eike/Dean, 509-2462; Associate Principal, 509-2404

Driver Education Program Mr. Robert Pieper/Instructional Supervisor, 509-2425

Emergency Calls Dean's Office, 509-2462

Enrollment Information Ms. Debbie Maskin/Registrar, 509-2548

Field Trip Dr. Edward Solis/Associate Principal, 509-2402

Glenbrook Academy of International Studies Mr. Matt Whipple, GBS 486-4496 or Mr. Chris Morgan, GBN 509-2483

Grades/Report Cards Teacher, Subject Area

Grading Policy Instructional Supervisor

Harassment Ms. Jenny Jordan/Dr. Edward Solis, 509-2452/509-2402

Homebound Instruction Student's Counselor

Homework Assignments Teacher

Insurance (School) Student Plans, 374-0888

Job Placement Ms. Mary Kosirog, 509-2440

Lab Assistant Program Instructional Supervisor

Library Resources Ms. Angelica Ibarra, 509-2562

Lost & Found Dean's Office, 509-2462

Athletic Equipment Mr. John Catalano, Athletic Director, 509-2601

Nurses' Office Nurse, 509-2410

Open Lunch Dean's Office, 509-2462

Overdue Library Materials Ms. Susan Gabler, 509-2564

Parking Mr. William Eike/Dean, 509-2462

Police Liaison Officer Seiler, 509-2463

Pool 509-2590

Pre-School Ms. Sue Roer, 509-2558

Principal Dr. John Finan, 509-2401

Psychologist (for Referral) Mr. Eric Etherton/Assistant Principal/Student Services, 509-2550

Public Notice, Discrimination, Disability, Equal Access Associate Principal, 509-2404

Report Cards/Grades Student's Teacher

Schedules Student's Counselor

Special Education Social Workers Ms. Christina Seaborg, 509-3426

Special Education District Director Ms. Jennifer Pearson, 486-4708

Student Activities Sponsor of activity or Dr. Michael Tarjan/Assistant Principal/Student Activities, 509-2670

Student Newspaper (*The Torch*) Mr. Bryan Halpern, 509-2485

Substance Abuse Concerns Mr. Patrick Wagner, 509-2541 or Student's Counselor

Summer School Dr. Michael Tarjan, 509-2670

Training Room Trainer, 509-2600

Transcript Information Student's counselor or Ms. Debbie Maskin/Registrar, 509-2548

Transitional Counselor Mr. Ronald Gatchalian, 509-2655

Tutoring:

Specific Subject Instructional Supervisor

Unresolved Concerns Dr. Edward Solis/Associate Principal, 509-2402

INSTRUCTIONAL PROGRAMS & PROCEDURES

Glenbrook North High School is committed to providing programs which meet the unique educational needs, interests, abilities and aspirations of all students. The curriculum presents opportunities for students to pursue various academic interests.

ADVANCED PLACEMENT COURSE POLICY

The purpose of the Advanced Placement program is to prepare students for the AP examination which may result in college credit. In an effort to support the intentions of the program, the following policy has been established:

1. Students who register for Advanced Placement courses are expected to take the Advanced Placement examinations for those respective courses. Any student who does not want to take the Advanced Placement exam for their class will need to consult with their counselor and Assistant Principal/Designee.
2. The fee for this school year will be approximately \$94 per examination.
3. Students who are not enrolled in an AP class who wish to take an AP exam must obtain permission from the respective Instructional Supervisor and pay the exam fee.
4. Students who are unable to pay for the AP examinations because of financial difficulties should see their counselor.

HONORS COURSES DIFFERENTIATION

Honors level courses differ from regular level courses in the following ways:

- Honors courses have an increased expectation of independent learning.
- Topics are explored in greater depth.
- Honors courses demand higher inferential thinking, more extensive application and extrapolation of learning.
- The curricula require greater analysis, synthesis and evaluation of concepts.
- Assignments and class work require a higher degree of academic rigor.
- Honors courses have more stringent grading/performance standards.

COURSE SELECTION AND PLACEMENT

The curriculum at Glenbrook North High School presents opportunities for students to pursue various academic interests through a combination of required academic courses and elective offerings. The formulation of the student's schedule of classes is a very important process that should involve the student, parent(s) and GBN staff. This begins with teacher recommendations regarding courses and level, but also involves course selection by the student. We encourage students and parents to spend time reviewing the *Curriculum Guide* prior to scheduled meetings with their counselor. School staffing is dependent upon student course requests, so it is important that students make careful selections and remain committed to those choices.

Incoming Freshmen Placement

Recommendations for placement of incoming freshmen are made in cooperation with eighth grade teachers using a holistic approach. The GBN department instructional supervisor course placement process is made upon review of the following evidence:

- Eighth grade teacher placement recommendations, which are based on the student's demonstrated study habits, skills, and performance.
- The student's grades in respective eighth grade courses.
- The student's PSAT 8/9 composite and subscores.
- Other pertinent information (special projects, additional standardized test scores, writing award, evidence of language talent, special interest in subject area, etc.).

No single criterion determines a student's placement level. Each department considers students individually and strives to match the course level in which they will be academically challenged and motivated. This initial placement is not a permanent designation and is reviewed throughout the year.

Incoming Freshman Appeals

In order to appeal the placement decision, students should submit the electronic *Request for Change in Course Level Placement* form which will be available online in January. This electronic form can be found on the GBN Student Services Department page. The student will be scheduled for a placement test given for the respective subject area(s) which will provide additional data for reviewing the student's placement. As a result of this additional information, the final placement decision along with the results of the subject area placement test(s) are mailed to parents. Counselors will adjust the student's schedule when changes are approved.

Current Student Placement

The student's current teachers from the respective academic areas make recommendations in course placement level for the upcoming school year. They take into account the student's academic ability and study habits. Teachers consider each student individually, striving to match the student with the course level in which he/she will be both academically challenged and motivated to succeed. This placement is not a permanent designation and is reviewed twice yearly.

Current Student Appeals

In order to appeal the placement decision, current students should submit the electronic *Request for Change in Course Level Placement* form available online which can be found on the GBN Student Services Department page. The Instructional Supervisor will review the student's standardized test scores, teacher recommendation and academic record. After reviewing this information, the final placement decision will be communicated to parents by the Instructional Supervisor. This process is used for all placement level appeals including those for honors and Advanced Placement courses. Counselors will adjust the student's schedule when changes are approved.

GRADE POINT AVERAGE

Two grade point averages are computed for each student. Both grade point averages are included on transcripts for other academic institutions or agencies, as requested by the student.

The all subject grade point average includes all courses for which a letter grade is awarded, irrespective of the area of instruction or level of difficulty. No weighting system is used, and all courses are considered of equal rank regardless of the level of instruction (i.e. honors and advanced placement or other courses are also scored on a four-point scale). All-subject grade point averages will be calculated on the four-point scale listed under the "All Other Courses" column on the table listed below.

The academic grade point average includes only those courses in the areas of English, foreign language, mathematics, science, and social studies for which a letter grade is awarded. While honors courses are usually limited to these five areas, this does not preclude the possible inclusion of honors courses in the other areas. Such courses will be so identified if they meet the criteria established by the superintendent and are approved by the principal/designee and by the teachers' committee to establish criteria for honors courses. Such approval will enable the particular course to be included in the computation of the grade point average described above.

Weighting of courses is included in the method for determining grade point average as described in paragraph #3, above. The following point system, based upon the level of instruction, is used:

Grade	Honors, Advanced Placement & Academy	All Other Courses
A	5 points	4 points
B	4 points	3 points
C	3 points	2 points
D	2 points	1 point
F	0 points	0 points

Letter grades received other than from the District are recorded on a student's transcript but are not counted in the student's grade point average.

All-subject and academic grade point averages are not used to determine a class rank for students. No information indicating a relative class rank using either the all-subject or academic grade point averages is issued internally or externally to staff, students, parents, other academic institutions or agencies.

GLENBROOK SCHOLARS

The principal of each school shall designate as Glenbrook academic scholars members of each year's senior class who meet the established academic criteria for Glenbrook Scholars. The minimal criteria for a student who has completed three full semesters at a Glenbrook high school to be designated as a Glenbrook Scholar is the following:

	Glenbrook Scholar Requirements
English	4.0 Units of Credit
Mathematics	3.0
Science	3.0
Social Studies	3.0
Civics (<i>required</i>)	
History of World Civ. (<i>recommended</i>)	
U.S. History (<i>required</i>)	
Physical Education	3.5*
Health	0.5
Driver Education	0.5*
Constitution Test (<i>Within U.S. History</i>)	
Consumer Education	0.5*
Elective Courses	3.0
Fine Arts	0.5
Applied Arts	0.5
Foreign Language	2.0
TOTAL	24.0 Units of Credit
Academic GPA Minimum	4.50
All-Subject GPA Minimum	3.50

* Requirement may be fulfilled through an approved exemption.

* Glenbrook Scholars are determined at the conclusion of the 7th semester of study.

CORRESPONDENCE AND INTERNET COURSES

Under extraordinary circumstances, a student's needs may most appropriately be met by enrollment in a supervised independent study course by correspondence or Internet. In such cases, the Administration is authorized to approve enrollment in these courses for credit towards the Glenbrook graduation requirements. A maximum of two units of credit obtained by the completion of approved correspondence/Internet courses may be applied to the Glenbrook graduation requirements. In the event that the district provides and/or approves alternative education for a student and the venue is through correspondence or Internet based instruction, the amount of credit will be determined by the principal/designee of the respective school (School Board Policy 7090, section N). A Student's transcript will reflect the grade awarded by the institution.

A student may enroll in a correspondence/Internet course only with prior written approval of his/her school counselor and the Assistant Principal for Student Services. In determining whether enrollment in a correspondence/Internet course is the appropriate educational experience for a student, these following factors are considered: 1) Availability of courses provided at Glenbrook, 2) Number of credits needed by the student to meet graduation requirements, 3) Age of the student, 4) Availability of Glenbrook summer school courses. When correspondence/Internet classes are approved, the cost is at student/parent expense.

Only courses offered by the Extension High School of the University of Nebraska, Lincoln, Nebraska, Brigham Young University, and Edgenuity are accepted for graduation credit from the Glenbrook High Schools.

COURSE DESIGNATIONS

Glenbrook North High School uses a combination of titles and numbers for course designations. Under this system, the first digit indicates the sequence in a series of courses, the second digit indicates the academic level and the third digit indicates the semester of the course. The following should be of help in explaining the course designation system:

First Digit

- 1 – first course in a sequence
- 2 – second course in a sequence
- 3 – third course in a sequence
- 4 – fourth course in a sequence

Second Digit

- 9 – Academy
- 8 – Advanced Placement
- 7 – Honors
- 6 – Regular/G/GT

Third Digit

- 1 – first semester course content (one semester)
- 2 – second semester course content (one semester)
- 3 – first and second semester course content (full year)

Examples:

English 163 is a first course in English at the regular level covering two semesters of work.

Welding 161 is a first course in Applied Technology at the regular level indicating Semester One content.

CREDITS

All credits are awarded on a semester basis. A student receives one-half unit of credit for each course which meets a minimum of one 90-minute block every other day for one semester.

REQUEST FOR HOMEWORK ASSIGNMENTS

When a student will be out of school three (3) days or more for reason of personal illness, the student should email his/her teachers to request assignments by email. Any assignments that are unavailable electronically may be given to the Student Services Department by teachers. Those assignments will be available for parent pick-up the following school day after 3:15 p.m. Parents of students absent for ten consecutive days due to illness may contact the school nurse to arrange for homebound tutoring.

ABSENCES AND MAKEUP WORK

Block classes aim to engage students in learning activities which largely cannot be duplicated outside the classroom. Consequently, attending class is critical. Inevitably, students will be absent from class in cases of illness, family emergency and other unavoidable conflicts. **When makeup work accumulates, students may become overwhelmed, the quality of their work may deteriorate and the learning experience may be compromised.** After an absence, **THE STUDENT MUST TAKE RESPONSIBILITY** for making up any missed work, including tests, quizzes, exams, essays, reading assignments and projects.

- For each day of **excused absence**, a student is allowed one day of makeup time; a *day of absence* is defined as a day of *school* rather than *class* attendance. [Reason for an excused absence includes illness of the student, death in the family, religious holidays, participating in election day activities, school-sponsored activities and Learning Adjustment Center (LAC) placement.]

EXAMPLE: If Susie Student is absent for her A-day class and returns to school on B-day, that B-day is her makeup time. On that B-day (her return-to-school day), she must pick up the materials she needs for her next A-day class and will be expected to be prepared for that A-day class.

- The same basic rule applies to extended absences.
- If a student is present in school on a particular day, but called out to miss a particular period, the work due on that day is still due on that day; extended makeup time does not apply.
- In the instance of an **explained absence**, the student has the obligation to inform his or her teacher prior to the absence and make appropriate arrangements at that time to complete any missed work. If students do not take the initiative in these instances, the teacher is under no obligation to accommodate makeup work. [Parent-approved absences, such as vacations, are considered by the building administrator for approval as an explained absence if the request is made by the parent prior to the absence.]
- If a student is absent on the day prior to an exam or due date for an assignment, except under extreme circumstances, the student is still expected to turn in the work due or take the exam on the day of his or her return.

EXAMPLE: If Paul Pupil has known that on September 19, an A-day he is to turn in his essay on "The Lottery" or that he will be taking a unit exam in algebra, but he was absent on September 18 because of a bout with an allergy, his teacher will expect him to turn in his essay or to take his algebra test as scheduled. However, if Paul's mother was taken to the hospital for emergency surgery, his teacher is likely to understand when Paul explains that he has forgotten his essay or was too distracted to prepare for his algebra exam.

- When students do not follow established procedures covering delayed work, teachers are under no obligation to give full or even partial credit.
- In the case of **unexcused absences**, teachers cannot give full or even partial credit.
- Teachers will respond to extenuating circumstances individually.

GRADE REPORTING

In order to give students and parents an appraisal of students' achievement in their subject areas, there are three progress check dates during each semester. An email notification is sent to parents to check their student's progress in PowerSchool. Each semester a report card is posted to PowerSchool and an electronic email notification is sent to parents.

*FIRST SEMESTER EVALUATIONS - JANUARY 14, 15, 16, 2020

*SECOND SEMESTER EVALUATIONS - JUNE 2, 3, 4, 2020

*SECOND SEMESTER EVALUATIONS - JUNE 2, 3, 4, 2020

Grades are to be interpreted in the following manner:

- A represents outstanding achievement.
- B represents above average achievement.
- C represents average achievement.
- D represents below average achievement.
(A grade of 'D' is credited toward graduation).
- F represents a failing grade.
(No credit is given for an 'F' grade in any course.)
- I represents an incomplete grade
(This is given only to students in traditional courses who have been absent for a prolonged consecutive length of time due to hospitalization, personal illness, illness of a member of the immediate family requiring their presence at home, or other related circumstances. The work for a passing grade must be completed within the following nine week grading period. Incomplete grades which are not made up during this period are automatically changed to 'F' grades on the permanent record. In no case will a grade of incomplete be issued to a student who neglects to turn in required work.)
- P Pass-credit.
- W represents withdrawal.
- WF represents withdrawal failing.
- M represents an excuse for medical reasons only.
(This mark indicates that a student has been temporarily excused from the physical education program upon the specific written request of a physician.)
- A4 represents audit. (course taken for no grade or credit.)

PASS-FAIL OPTION

The Pass/Fail option was established to de-emphasize the concern for grades while emphasizing the focus on learning. It is hoped that the option will encourage students to broaden their education by venturing into areas which they might otherwise avoid. Please be advised that college/universities typically do not look favorably upon high school Pass/Fail options unless extenuating circumstances are involved

- A student may elect the Pass/Fail option for a maximum of 2.0 (4 classes) credits, not including Peer Group, Guided Study, or Lab Assistant, may be taken during a student's high school career. Permission of the principal or the principal's designee is required to exceed the 2.0 credit limit.
- Students electing the Pass/Fail option are expected to meet the same course requirements as other students in the class.
- Prerequisites will not be waived for students seeking to enroll in the Pass/Fail option.
- The criteria for receiving credit with "P" for a course taken pass/fail is a grade of "C" or better on the teacher's grading scale for all students in the class.
- The course title and a letter grade of "P" (pass) or "F" (fail) is entered on the student's transcript at the end of the semester. If a grade of "F" is earned, it will be computed in the grade point average.
- Students must complete the Pass/Fail request electronic form (which is available on the Student Services website) by the end of the 14th week of each semester. The request for Pass/Fail will be discussed by the student's counselor, the teacher of the course requested as Pass/Fail, and the student submitting the request. Once a course has been approved as Pass/Fail, only a grade of "P" or "F" may be given for that semester.
- The principal or the principal's designee is authorized to make exceptions to the Pass/Fail option on a case-by-case basis.

GRADING AND GRADING SYMBOLS

The numerical equivalent of the letter grade system at Glenbrook North High School is as follows:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

All grades, including final grades, are calculated by teachers through the averaging of percentages rather than through the numerical averaging of letter grades.

Once the percentage is determined, it is translated into a letter grade according to the above table. Letter grades are given a numerical weighting for grade point averaging as follows:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

Each number except an "F" grade is increased by one point for honor courses for academic grade point.

REPEAT OF COURSE

Any student who wishes to repeat a course must do so within one calendar year of first enrolling in the course. Both grades received (the initial grade and the repeat grade) are recorded on the student's transcript but only the higher of the two grades is calculated into the all-subject and/or academic grade point averages. Students repeating a course because of a previous failure and the need to meet a graduation requirement are given first priority for enrollment.

FINAL EVALUATIONS (EXAMINATIONS)

The semester evaluation schedules and procedures are developed to implement the Board of Education's Final Evaluations Policy (7260). Each student must complete semester evaluations according to Administrative guidelines. It is *not* within the teacher's prerogative to permit deviations from established evaluation dates and times.

Semester Evaluation Adjustments:

An adjustment in the evaluation schedule may only be arranged if a student is scheduled for three evaluations on one day. The following steps are required: (1) Student obtains evaluation adjustment form from the administrative assistant to Associate Principal for Curriculum. (2) Student requests that teacher of scheduled third evaluation complete form. (3) Student returns evaluation adjustment form to Associate Principal's administrative assistant. (4) Procedure must be completed a minimum of five school days before the scheduled evaluation. (5) No fee is required.

Early/Late Semester Evaluations:

Evaluations are scheduled for the last three school days of each semester. It is imperative that students and parents not schedule vacations, jobs or other commitments during evaluation times; however, in extraordinary circumstances it may be necessary to request a deviation from established dates and times. Parents must contact the Associate Principal for Curriculum to review any adjustment requests at least five (5) days prior to the start of exams.

COURSES TAKEN IN NON-GLENBROOK SUMMER PROGRAMS

Students are strongly encouraged to take advantage of summer programs offered by the Glenbrooks; however, it is recognized that some student needs are better met by programs offered at educational institutions outside the district, such as other area high schools or nearby colleges or universities. We recognize that courses offered by colleges and universities, as well as other high schools, may enrich students academically and serve as positive learning experiences. However, courses taken for credit outside Glenbrook High School District #225 will not be accepted by the school or entered on the student's official transcript unless the following conditions are met:

1. The school or center within a college or university must be accredited for high school work. (e.g. The Center for Talent Development at Northwestern University is accredited.)
2. The college or university cannot describe the course(s) as "college level." The student cannot receive high school credit for work that is awarded credit at the college level. The exception to this is a class offered at Oakton Community College under the "Concurrent Enrollment" provision.
3. The student must obtain permission from Glenbrook North High School prior to enrolling or participating in an educational course that is being taken for credit if inclusion on the student's Glenbrook transcript is requested.

The amount of credit granted by Glenbrook North will be determined by the number of teacher/student contact hours of the class and GBN's assessment of the appropriateness of the course. For example, courses that meet for three weeks with 75 teacher/student contact hours, are approximately equivalent to one semester of work at GBN. Should the content of the course be acceptable, the student may receive credit for one semester.

It should be noted that honors courses offered by the Glenbrooks contain rigor and extensive content that can't necessarily be replicated in an abbreviated summer program. Any course taken at the honors level outside of Glenbrook will be evaluated individually before it will be accepted as honors credit. In a similar manner, summer classes completed in another accredited high school program will be evaluated by the number of contact hours, course title, and the course curriculum, to determine the appropriateness of the course, the level, and the amount of credit awarded. The notation on the student's official GBN transcript indicates that the course was not completed in the Glenbrooks. Courses taken outside the Glenbrooks, while reflected on the transcript with the assigned letter grade, are not computed into the student's GPA.

Procedures:

1. The student must see his/her counselor before enrolling in any summer school course. The counselor advises the student whether the course is appropriate academically for the student.
2. The student then secures the "Glenbrook North High School Approval Request For External Course," completes Section 1 of the form and submits it to the Instructional Supervisor of the appropriate department.
3. The Instructional Supervisor completes Section 2 of the form and returns the form to the Assistant Principal for Student Services who completes section 3 and distributes the forms.

Glenbrook North recognizes summer school classes as an acceptable method to remediate skills or gain additional credit to accelerate a student's program. However, we reserve the right to grant credit utilizing the above guidelines.

CONCURRENT ENROLLMENT

Students who are juniors or seniors with at least a 2.0 GPA may, under certain circumstances, take classes at Oakton Community College for both high school and college credit. Students who are interested in the concurrent enrollment option should discuss this with their school counselors and follow the application procedure described above. Concurrent enrollment students must remain in at least 5 classes at Glenbrook North.

GRADUATION REQUIREMENTS (Board Policy 7300)

The following units of credit are required for graduation from the Glenbrook High School and shall be earned by students following graduation from eighth grade and prior to graduation from twelfth grade.

English (<i>Note 1</i>)	4.00
Physical Education (<i>Note 2</i>)	3.50
Mathematics (<i>Note 3</i>)	3.00
Social Studies (<i>Note 4</i>)	2.00
Science	2.00
Career & Technical Education (<i>Note 5</i>)	0.50
Consumer Education	0.50
Driver Education (<i>Note 6</i>)	0.25
Fine Arts (<i>Note 7</i>)	0.50
Health	0.50
Electives	7.25

TOTAL NUMBER OF UNITS: 24

Although World Language is not a required course for graduation, students are encouraged to take advantage of these opportunities to develop lifelong skills in addition to preparing for post high school educational opportunities.

The Board of Education requires that students be enrolled in a minimum of six courses for credit each semester of enrollment.

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. Classes which meet this requirement will be so identified in the course enrollment guide.
2. Physical Education - The principal/designee can substitute up to two credits of Physical Education for students enrolled in grades 11 and 12 if those students request to be excused for any of the following reasons: (1) for ongoing participation in an interscholastic athletic program; (2) to enroll in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission to the institution of his or her choice; or (3) to enroll in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate. If a waiver is approved in accordance with this policy, the graduation requirement for physical education will be reduced accordingly.
3. Mathematics - Three years of mathematics are required; one of these courses must be Algebra I, and one must include geometry content.
4. Social Studies - One unit of credit in U.S. History and a 0.5 unit of Civics must be earned as part of the two units of credit required in Social Studies.
5. Career & Technical Education - CTE includes courses in applied technology, business education (excluding Consumer Education), family and consumer sciences, designated courses in computer technology, the Beginning Photography course, and the Introduction to Broadcasting course.
6. Driver Education - The classroom phase of driver education is required for graduation; the behind-the-wheel phase is not required. This graduation requirement may be met by the student successfully completing a drivers education program offered by a state-accredited private driver education school; however, high school credit will not be granted for such completion.
7. Fine Arts - The Fine Arts shall include courses in art, drama, music, designated courses in the English department, the Beginning Photography course, and the Introduction to Broadcasting course.

In addition to the above-listed units of credit, students shall be required to:

1. Be enrolled in a minimum of six courses for credit during each semester they are enrolled in the district. The principal may waive the six-course requirement, on a case-by-case basis, if the needs of the student are best served by such action.
2. Be enrolled in an English course during each semester while enrolled in high school.
3. Pass a qualifying examination covering the proper use and display of the U.S. flag, American patriotism, and representative government as shown in (1) the Declaration of Independence, (2) the U.S. Constitution, (3) the Illinois State Constitution and (4) voting procedures.
4. Meet state requirements by taking all state mandated exams, unless a student is exempted. (SAT).

SECOND SEMESTER SENIOR FINAL EXAM POLICY

1. A senior student with an 80% average and with no unexcused absences (including out of school suspensions) may have the option of waiving the final exam in a given course.
2. By the nature of the course, if a final exam is deemed critical to a fair assessment of the student's work, the student must take the final exam whether or not the condition mentioned in the previous paragraph has been met. The instructor(s) of the course, instructional supervisor and principal (or designee) make this decision.
3. Students in classes in which a final may be waived will be notified one week prior to senior finals if their performance meets the criteria stated above. In order to maintain their exempt status, students must continue to meet the criteria through the last day of senior attendance.

GLENBROOK ACADEMY OF INTERNATIONAL STUDIES

The Academy is a four-year district-wide program for those who have demonstrated a history of academic excellence and an interest in a concentrated program of international studies. The Academy meets the morning two blocks daily for coordinated, intensive training in English, foreign language and social studies alternating semesters between Glenbrook North and Glenbrook South. Application is made during the spring of eighth grade. Further information is available from the Academy office, 847-509-2044.

GLENBROOK TEAM PROGRAM

The Glenbrook North Team Program is a regular level academic program designed to help students experience success in their learning through a curriculum that emphasizes both content and skills in appropriately paced instruction. Students may be enrolled in one, two, or all four courses in the areas of math, science, or English and social studies. Interdisciplinary courses help students see the interconnectedness of learning, while working to improve reading, writing, oral presentation, test taking, critical thinking and study skills. Most classes are team-taught, and students are evaluated and recommended to transition into and out of the program each year.

For further information contact: Assistant Principal of Student Services at 847-509-2550.

GUIDED STUDIES

Guided Studies is a general education support class available to students who are appropriately placed in academic courses but are working to increase their executive functioning skills. Students are recommended for this support class through their counselor and/or teacher(s). Goals of this course include working with the student to increase overall organization, time management, self advocacy skills and in general provides structure and assistance in completing assignments and preparing for upcoming classroom assessments proactively. For further information contact your counselor.

GUIDED STUDIES PLACEMENT

The Guided Studies Program serves freshmen through senior students that would benefit from increasing their executive functioning skills. Students are recommended for Guided Studies as a result of articulations with feeder schools, teacher or counselor recommendations, multi-discipline staff conferences, and Student Services problem-solving teams. Requests for admissions or discontinuation of this support class require approval from the Assistant Principal of Student Services at 847-509-2550.

GOALS OF THE GUIDED STUDIES PROGRAM

1. Assist academically struggling students to improve their classroom performance by:

- improving consistency of focus and organization in the approach to studies
- providing an environment and support conducive to consistent and effective homework completion
- creating a climate of trust and respect sensitive to student issues or problems while providing a structured and nurturing learning environment
- utilizing building resources/supports available at Glenbrook North.

TUTORING OF STUDENTS – Board Policy 7290

The Board of Education of District 225 believes that the fundamental responsibility of the district is to provide a meaningful education for all students. The Board recognizes, however, that notwithstanding the instructional services provided by the district, parents/guardians and/or students themselves may seek to supplement district-provided services through privately-arranged and financed tutorial services which may be provided by district employees and other students.

However, no district employee shall provide privately-arranged tutorial services for compensation on school grounds or to a student to whom the employee provides district instructional services. In addition, all financial arrangements between parents/guardians, student and tutor shall be the sole and exclusive responsibility of the parent/guardian and/or student and are not district services as they are provided outside the scope of the employee's employment by the Board of Education.

PHYSICAL EDUCATION, LOCKER ROOM AND UNIFORM PROCEDURES

1. All physical education students wear the physical education uniform sold at the bookstore.
2. The uniform also requires athletic socks and athletic gym shoes.
3. Athletic warm-up jackets, sweatshirts and sweat pants are acceptable for outdoor activities if the uniform shirt and shorts are worn underneath.
4. Locker room doors are locked five minutes after the tardy bell and opened eight minutes before the end of the class period.
5. Rental uniforms are available daily with the Glenbrook student ID and a fee of 50¢ per item at the custodial staff office in both the boys' and girls' locker rooms.
6. Each student is assigned a locker for use during the entire semester. A combination lock (sold at the bookstore) is required. Students participating in athletics need an additional lock for the assigned athletic locker. Sharing of lockers is not allowed.
7. A doctor's note is required if a student cannot participate in physical education for longer than one week. Students must observe and dress in uniform when not participating.
8. To avoid theft, all lockers must be kept locked while the student is in class. Glenbrook North is not responsible for any lost or stolen items.

SAFETY PROCEDURES

1. No students are allowed in the physical education facility without teacher supervision.
2. Equipment should not be used without qualified supervision. All equipment should be properly adjusted, secured and be appropriate for the activity.
3. As instructed by the teacher, all skills should be attempted in an appropriate progression.
4. Proper technique should be executed in all activities; especially gymnastics, high adventure, swimming and diving to avoid head, neck and back injuries.
5. NO HORSEPLAY is allowed while in the physical education areas or while using equipment.
6. All injuries should be reported to the teacher for immediate medical attention.

PHYSICAL EDUCATION GRADING PROCEDURES

The Physical Education grade is based on 10 points a day for each quarter, plus the averages of skill and written tests. The semester grade is an average of the two quarter grades. Students are graded and points awarded on the following:

Category

Properly Dressed:	2 points per day
Participation:	4 points per day (<i>teacher's discretion</i>) <i>Attitude, Effort, Cooperation, Leadership, Sportmanship</i>
Physical Fitness:	4 points per day (<i>teacher's discretion</i>) <i>Attitude, Effort, Cooperation</i>

Grading Scale

Nine Week Grade	Semester Grade
A 90%	A 90%
B 80%	B 80%
C 70%	C 70%
D 60%	D 60%
F 59%	F 59%

* Excused absences can be made up provided the make-up is completed within **10 school days**.

** **Unexcused absences CAN NOT be made up.**

PHYSICAL EDUCATION MAKE-UPS

Excused Absences can be made up during SRT, Study Hall, and Early Bird. Early Bird classes will meet at 6:55 a.m. and it will take **two** Early Bird classes to make up for one missed block class. Absences **not** made up will result in a loss of your 10 daily points. Get a **pink slip** and have it signed by the make-up teacher. (**Students have 10 school days to make up a class.**) Students will **not** be allowed to make up classes after school unless you have eight classes or have the approval of your teacher for special circumstances. Freshmen and sophomores are encouraged to make up their classes with other freshmen and sophomore classes. Juniors and seniors should try and make up their classes in the same class that you missed. *Example: If you miss a Strength Training class, you should try and make up that class in another Strength Training class.*

GENERAL TESTING

- I Testing days
 - A. Definitions
 1. Tests are culminating evaluations of chapter or unit objectives. These instruments constitute a major portion of the 9 week grade.
 2. Quizzes are impromptu or planned evaluations of a lesser value covering a segment of the chapter or unit objectives.
 3. Alternative evaluations are any type of evaluation other than tests or quizzes used to measure the attainment of course objectives.
 - B. During the nine week grading periods quizzes and tests may be given any day of the week by any department.
 - C. All major projects for the nine weeks are due on or before the Friday which precedes the last week of the nine week grading period.
- II Grading and return of evaluations
 - A. Quizzes and tests must be graded and returned to the students in a timely fashion.
 - B. All tests and quizzes must be returned and discussed in class. Students are given the opportunity to ask questions about the test/quiz in class.
 - C. Tests and/or quizzes may or may not be given to the student to keep. If not given to students, tests and answer sheets are kept on file through the end of the semester. Upon request teachers will allow parents and/or students to review the tests under direct supervision of staff. Review privileges allow the parent and/or student to examine both answer sheet and test.
 - D. Final exams need not be reviewed in class but students and parents are given review privileges, under direct supervision of staff, for at least one semester following the exam.

- III In order that evaluations not be interrupted in the last week of the nine week period, field trips or other school authorized absences are not allowed during this week. Other than senior assemblies held after senior final exams, no assemblies or other class interruptions are allowed during this last week of the nine-week grading period.
 - IV Make-up tests need not be identical to the tests given to the rest of the class but must test the same objectives.
 - A. Make-up tests must be completed within a length of time equal to the absence for all but unexcused absences.
 - B. Students who have an unexcused absence will receive a zero for the test.
 - V The type of evaluation is the prerogative of the teacher. Alternative evaluations must be defined and expectations must be explained to the students in written form. Evaluations other than written tests are graded in a timely fashion and the results given to the students in written form.
 - VI Tests administered when a student is absent and excused may be made up provided the make-up is completed within 10 school days of the student's return to school. Unexcused absences cannot be made up.
- 7. If a student requests the substitution of participation in a varsity athletic team in physical education at registration time, indicating an intention to be a part of an athletic team later in the year, and that student subsequently does not join the team or fulfill the other conditions listed above, s/he is required to make up the credit for physical education for that semester.
 - 8. Physical Education credit towards graduation is not given for the semester during which varsity athletic team participation is substituted for physical education. This graduation requirement is waived for that semester.
 - 9. Any exceptions to any of the conditions listed above shall require the approval of the principal of the school.
 - 10. Section 27-6 of The School Code discusses when a board of education may excuse students from physical education courses. The statute does not authorize the board to excuse students based upon athletic activities outside of school. Furthermore, the regulations promulgated under this statute specifically state that a board shall have "no authority to honor parental excuses based upon student's participation in athletic training, activities, or competitions conducted outside the auspices of the school district." 23 Ill.Admin. Code 1.420 (f). This specific regulation went into effect on October 3, 2005.

**ATHLETIC/PHYSICAL EDUCATION WAIVER
(Juniors and Seniors Only)**

Junior and senior students who participate in a Board of Education approved varsity interscholastic athletic team are eligible to substitute the varsity athletic team participation for enrollment in one semester of physical education, during the semester in which the student is participating in the varsity athletic team. Eligibility for such substitutions is subject to the following conditions:

1. The student is required to be enrolled in a minimum of seven courses during the semester in which the varsity athletic team participation is substituted for participation in Physical Education.
2. The principal may allow students in grades 11 and 12 to substitute other elective courses for physical education courses if students request this action for any of the following reasons:
 - a. for ongoing participation in an interscholastic athletic program (see Physical Education Waivers);
 - b. to enroll in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the student being denied admission to the institution of his or her choice; or
 - c. to enroll in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate.
3. A student who is not enrolled in another course for credit may substitute varsity athletic participation during the official season for participation in the enrolled physical education class. S/he remains enrolled in the physical education class and is expected to fully participate at all times during the semester that is outside of the official varsity athletic season. Students electing this option are expected to follow the established policies of the Physical Education Department for attendance during the official varsity athletic season.
4. The student must remain on the varsity athletic team through at least the first scheduled contest. Students removed from a team prior to the last day for class schedule changes shall be re-enrolled in Physical Education.
5. Students who are not able to continue their participation on a varsity athletic team because of injury are not required to re-enroll in physical education.
6. A student on a winter season varsity athletic team, i.e., a team with schedule that spans first and second semester, who elects to substitute varsity athletic participation for enrollment in physical education, must do so during the first semester.

LABORATORY ASSISTANT PROGRAM

Certain departments at Glenbrook North offer .25 units of credit each semester to students who successfully perform duties as laboratory assistants. A maximum of one unit of credit may be earned towards graduation. The laboratory assistant program is designed to provide students with the opportunities to:

1. Gain applied knowledge of a specific subject field.
2. Explore career opportunities.
3. Develop the discipline necessary to function as a lab assistant, teacher or tutor in the specific area assigned.
4. Gain a sense of self-worth through rendering service to others.
5. Apply some of the principles learned in the classroom to a work-related experience.
6. Learn to follow directions and work under the leadership of adults.

Students interested in working as lab assistants, who have a study hall or SRT in their schedules, should complete the "Lab Assistant Agreement" form available at the Student Services website after talking with the teacher or department where they want to work.

Lab Assistants are evaluated at each of the grading periods, and performance feedback is given to them by the supervising teacher or staff member at that time.

HONOR ROLL

At the conclusion of each semester, the Honor Roll is computed, printed and distributed to the appropriate school offices and the local media. Students are selected for the Honor Roll according to the following standards:

A student must earn at least a 3.300 all-subject grade point average (GPA) where: A=4 points; B=3 points; C=2 points. A course will not be considered in the calculation of the grade point average if the student earned any of the following grades in the course: Pass, Medical, Withdraw or if the course is less than .5 units per semester.

A student is automatically disqualified from consideration if s/he receives any of the following grades in any course used to calculate the honor roll: D, I, F, WF.

NATIONAL HONOR SOCIETY

Membership in Glenbrook North's National Honor Society promotes appropriate recognition of students who reflect outstanding accomplishments in the areas of scholarship, service, leadership and character. Each component is considered essential in the selection process.

To be eligible for election to membership, a candidate must be of junior standing and have a minimum cumulative academic grade point average of 3.5. Students who meet this academic standard will be invited to apply in early February. The application process consists of a leadership essay and 20 hours of verified community service. Generally speaking, community service activities are those that are done on behalf of others (not including family members) for which no compensation (monetary or other) has been given. These hours must be completed during the candidate's high school career only and not affiliated with GBN credit. New members are initiated annually in May.

EARLY GRADUATION

Because of the value inherent in a person's high school experience apart from his/her accumulation of the 24 credits necessary for graduation, Glenbrook believes students should spend a full four years in high school. Student age and mental development are all factors important in the last year of high school; the last half of the senior year provides further opportunity for the student to realize potential before leaving the high school phase of life. Consequently, a student meeting graduation requirements will graduate at the completion of eight semesters unless compelling circumstances make graduation before eight semesters a matter of urgent importance. Because of extenuating post-secondary needs, however, graduation after 7 semesters may be considered. After discussing these needs with his/her school counselor, the student may obtain an early graduation application and submit it to the counselor. Applications are reviewed by an administrative committee with recommendations made to the principal. The principal makes the final decision as to whether or not a student may graduate early. Application for early graduation (7 semesters) should be made through the student's counselor by May 1st of the junior year.

SCHEDULE CHANGES

Students are permitted to initiate schedule changes only when the changes are clearly warranted. The addition or removal of courses in a student's schedule must be completed by the sixth school day of each new semester. Since registration for each school year is completed by the preceding March, ample time is provided for careful program planning by parents, counselor and student. School staffing is dependent upon student course requests, so it is important that students make careful selections and remain committed to those choices. Changes in registration are allowed through March 6, 2020, with certain important exceptions permitted when advisable, until the end of the school year in June.

Despite this policy, it is recognized that circumstances may dictate the following exceptions:

1. A change because of a special approval, prerequisite, or graduation requirement. Evidence must be shown to indicate that such a change is necessary.
2. A change due to attendance or failure to attend summer school or failure of a summer school course.
3. A change from one level to another. Such a change may be made only with the written approval of the department instructional supervisor.
4. A change initiated by a staff member requesting aides, monitors, lab assistants, etc. The student must be in a study hall or SRT for the period requested.
5. A change for reasons of health. The approval of the Assistant Principal of Student Services is required along with a written statement from the student's physician.
6. A change due to administrative action, such as cancellation of a class.
7. Students whose schedule change request does not meet one of the above criteria may drop but not add a class once the semester has begun. Schedule changes are not made for the purpose of specific teacher selections or to provide access to Late Arrival or Early Release.
8. In the rare situation in which a student wishes to request a teacher change, s/he is asked to contact the Instructional Supervisor (I.S.) in the specific academic discipline and explain the reason for the request. The I.S. will address the student's concern, and may consult with the instructor. This process may or may not result in a teacher change.

WITHDRAWAL FROM CLASS

Students are permitted to withdraw from a course during the first two weeks of the semester without penalty. Courses dropped during this time period will not appear on the student's transcript. A student who withdraws within the first ten weeks receives a "W" grade for that course on his/her transcript. A student must officially withdraw from a class no later than October 30, 2019 for first semester and April 8, 2020 for second semester. A student who withdraws after the dates listed above is subject to a "WF" grade for that course on the transcript.

EARLY DISMISSALS AND LATE ARRIVALS

The Board of Education recognizes that some students may need a shorter school day because of work experiences outside of school, illness or serious home obligations. The Board also understands that a few students may encounter difficulty adjusting to a full day of school and may profit from a shortened school day. The Board authorizes early dismissals and late arrivals to students when circumstances warrant. **Application for early dismissal and late arrival should be made through the student's school counselor.**

At least one of the following circumstances must exist before an early dismissal or late arrival is granted:

1. The student has a need for employment which requires a shortened school day.
2. The student has a family-related situation which requires the student's presence.
3. The student needs a shortened school day, in the judgment of the principal.

Students eligible for standard Late Arrival/Early Release must be juniors or seniors. Before granting an early dismissal or late arrival, the following criteria must be met:

1. For Late Arrival, written request from the parent, which indicates the specific need for a shortened school day, must be submitted. In the case of health issues, a letter from the physician is required.
2. Early release applications for employment require the signature of the employer. Please note that we make periodic checks with the employer to be sure the student continues to require early release.
3. The student's current schedule must have openings (no scheduled classes) at the beginning of the day for Late Arrival, or at the end of the day for Early Release. The schedule may not be changed to accommodate this request.
4. Approval of the request must comply with state requirements. The student must be enrolled for at least 300 minutes of school attendance per day.
5. Students must be registered for at least 6 courses.
6. No student is released earlier than 2:10 P.M. (end of block 8) for reasons of employment, other than those students enrolled in a school conducted work/study program.
7. Students who have been granted late arrival must report to school by 8:25 am (beginning of block 3) for attendance purposes.
8. No student may have both a late arrival and an early dismissal on the same day.
9. **Students may not shorten their school days because of tutoring, need for additional sleep or transportation convenience.**

NCLB TEACHER INFORMATION

In compliance with ESEA Section 1111 (h)(6) PARENTS RIGHT-TO-KNOW, the district will provide parents information, upon request, regarding the professional qualifications of their students' classroom teachers to include: information about their degrees and major areas of study and whether they have met state qualification and licensing criteria for the grade levels and subject areas in which they provide instruction.

SPECIAL EDUCATION

Dr. Jennifer Pearson

District 225 – Director of Special Education

Mrs. Kathy French
Instructional Supervisor

Ms. Nicole Collins
Instructor

Mrs. Christy Hemesath
Psychologist

Mr. Mike Nisi
Instructor

Mrs. Carey Sides
Instructor

Ms. Kelly Bainaka
Instructor

Mr. Bill Edison
Instructor

Mrs. Tara Hoeft-Runde
Instructor

Mrs. Marcy Reed
Instructor

Mrs. Lisa Steffey
Psychologist

Ms. Dimitra Balaskas
Instructor

Ms. Kim Fischer
NSSED - TLS Instructor

Mr. Matt Izenstark
Instructor

Mrs. Jill Rodriguez
Psychologist

Mr. Darin Sullivan
Instructor

Ms. Bridget Bucklin
Psychologist, Assistant IS

Mrs. Bonnie Foster
Instructor

Mrs. Pearl Lee
Instructor, Assistant IS

Dr. Seth Roseman
Psychologist

Mrs. Rita Umansky
Instructor

Mr. Nicholas Capalbo
Instructor

Mr. Ronald Gatchalian
Transitional Vocational
Coordinator

Ms. Caitlin Locke
NSSED-TLS Instructor

Mr. Michael Schroeder
Instructor

Mrs. Megan Vaccarello
Instructor

Mrs. Jennifer Cicciu
Social Worker

Mrs. Lilian Gomez
Instructor

Mrs. Kathleen Marabella
Speech & Language Pathologist

Mrs. Mardi Scott
Transitions Instructor

Mr. Patrick Wagner
Social Worker

Mrs. Kelli Cohen
Instructor

Mrs. Lori Gonzalez
Instructor

Ms. Monica Mills
Psychologist

Mrs. Christina Seaborg
Social Worker

SPECIAL EDUCATION SERVICES

The Glenbrook High Schools are committed to providing excellent education for all students, including those who have disabilities.

Students are considered to be disabled according to the following categories: visual or hearing impairment; speech or language impairment; learning disability; emotional disability; autism; brain injury or other health impairment. A student who has a physical or mental impairment which substantially limits a major life activity, has a record of such an impairment or is regarded as having such an impairment may also be considered to be disabled.

In the Glenbrook High Schools, these steps are followed to determine whether a child has a disability:

1. referral to a school counselor/Student Services Team
2. preliminary investigation by a school counselor/Student Services Team
3. screening by student services/special education staff/parents/guardian
4. completion of a case study evaluation
5. multidisciplinary staffing with student services/special education staff/parents/student

Any parent, guardian, staff member, community service agency or professional person having knowledge of the student's problems may request that any Glenbrook student be considered for special education. Requests should be directed to the student's school counselor.

When participants of a multidisciplinary staffing determine that a student is eligible for special education services, an Individual Education Plan (IEP) is designed. It is a written plan which describes the student's educational needs and the resources or services the district has committed to helping the student learn. Parents and students will be invited to participate in educational planning and IEP conferences.

On occasion, a Glenbrook student with a disability needs a specialized program not available to the public high school. When the IEP team decides that a student with a disability needs placement in another school, special education staff makes appropriate arrangements.

Glenbrook provides many services which are *not* part of the special education program. These services -- available to any student who needs them -- include reading, writing, and math labs, modified PE, teacher-student conferences, etc. Students who are not eligible for special education services may receive these "special" services.

Glenbrook recognizes parents' rights to know about special education, to peruse and have copied at a nominal fee their child's cumulative records, to familiarize themselves with the *23 Illinois Administrative Code* (State of Illinois regulations regarding special education) and to participate in educational planning for their child. Related service logs are considered part of a student's temporary school record. The school district will maintain related service logs that record the type and number of minutes of related service(s) administered to students with disabilities who receive related services as part of their individual education programs (IEPs). Copies of the related service logs will be available to parents/guardians at their child's annual review IEP meeting and anytime upon request of the child's parent or guardian.

Questions about services and requests to copy special education records should be directed to the Instructional Supervisor of Special Education. Other records request should be directed to the school counselors. The numbers are Glenbrook North, 272-6400, Glenbrook South, 729-2000.

Copies of the 23 Illinois Administrative Code may be obtained upon request from the Director of Special Education, 3801 West Lake Avenue, #200, Glenview, Illinois 60026.

Questions regarding special education should be directed to the school counselor or the Instructional Supervisor of Special Education.

HOMEBOUND INSTRUCTION

Another Glenbrook service which is coordinated by the student services department and is available to all Glenbrook students is home/hospital instruction. Parents of any student whose illness will result in a two week or longer absence from school should contact the student's school counselor who will provide the parents assistance in securing this service.

SPECIAL EDUCATION PROGRAMS

Academic Resource services include instruction in specific learner skills, assistance with class assignments and guidance for self management in compliance with school expectations. In addition, all students will complete post-secondary interest area surveys and transition assessments. Students will be expected to complete these transition assignments, as well as participate in individual and small group discussions regarding post-secondary planning. Academic Resource is considered an elective course; credit and grades are issued for up to four semesters. Additional Academic Resource services are available for no credit. Academic Resource services are only available to students who have been found eligible by the IEP team.

Developmental Learning Services (DLS) courses are provided for students when the expectations of mainstream academic courses exceed their abilities. Courses are taught by special education instructors to small groups using individualized instruction. These courses are only available to students who, given support and adaptation, are unable to succeed in a standard curriculum. The DLS Program also offers a four year sequence of transition classes. These classes focus on functional life skills, as well as assisting students in developing their post-secondary plans.

Therapeutic and Academic Support Continuum (TASC) courses are designed for students who have average or above average academic ability but who are unable to succeed in traditionally taught academic classes due to challenges stemming from emotional and/or behavioral difficulties. Classes are small and highly individualized, focusing on acquisition of secondary content area knowledge while building student coping, problem-solving, and decision-making skills.

Related services may include speech therapy, special transportation, individual and group counseling, physical therapy and other supports based on student needs. Individual and group counseling focus on success for school-specific concerns.

STUDENT SERVICES

MR. ERIC ETHERTON

Assistant Principal / Student Services

DR. DAVID BOYLE, College Coordinator
 MRS. JOYCE BOZACKI-RAE, School Counselor
 MS. BRIDGET BUCKLIN, Psychologist
 MS. ANN GEBHARDT, School Counselor
 MRS. CHRISTINE HEMESATH, Psychologist
 MRS. HEATHER HIGGINS, School Counselor
 MS. MONICA MILLS, Psychologist
 MS. KERRI NEWBURGER, Counselor
 MR. CRAIG NIEMIEC, School Counselor
 MR. MARK O'ROURKE, School Counselor
 MRS. REBECCA ROGERS, School Counselor
 DR. SETH ROSEMAN, Psychologist
 MR. BARRY RUPPERT, School Counselor
 MR. MICHAEL STANDERSKI, School Counselor
 MR. PATRICK WAGNER, Social Worker

Student services seek to assist all students develop self-understanding, self-responsibility, decision-making ability, to clarify values and attain attributes and skills required to be productive citizens in our society.

Student Services is concerned with the total life activity of each student. Services include assisting students with educational, personal and career concerns. Counseling services are available to every Glenbrook student throughout his/her school life.

A school counselor's client is the student. The counseling process, however, may include working with parents, teachers and other school and community resources.

The Student Services Department provides the following services:

Individual Counseling	Group Counseling
Parent Conferences	School Staff Conferences
Referrals - psychological services	High School Planning
Referrals - social work services	Student Appraisal
Referrals - outside agencies	College Counseling
Scholarship Information	Career Counseling
Newcomer's Club for transfer students	

School counselors count on active student participation in the counseling process. If students have questions or concerns that fall within the realm of Student Services, they are encouraged to talk to their assigned counselors.

PEER GROUP COUNSELING

Since 1975, Glenbrook North has conducted a Peer Group Leadership Program to assist freshmen adjust to the high school environment. For many freshmen, Glenbrook North is much larger than their junior high school; consequently, it is sometimes easy to get lost, feel alone or anxious. Peer group leaders are selected seniors trained to work with small groups of freshmen in an effort to help them feel more confident and comfortable at North. The leaders work under the supervision of staff program coordination.

Peer group counseling provides freshmen an opportunity to learn more about themselves and others through a group process which emphasizes self-awareness and the development of listening and communication skills. The program offers freshmen a chance to meet people, talk with peers, develop problem solving skills and learn to work together as a group.

Each semester the groups meet two or three times per week, during a study hall period with two leaders for approximately every ten freshmen.

THE EDUCATIONAL COUNSELING PROGRAM

The Glenbrook North Educational Counseling program is designed to help students learn about themselves, identify their interests, investigate the world of work and take direct action to build a solid foundation in high school and the future.

Students in high school are faced with the prospect of numerous and diverse choices for career opportunities than any other generation has ever experienced. In any decision-making process, gathering information is the key step. To achieve these objectives, students and parents are encouraged to participate in a variety of activities and programs throughout their four years of high school.

In the freshman year, counselors meet with students to help them with the transition to high school. In addition, counselors meet with the students to review services available.

Sophomore year focuses on the importance of involvement in school and community activities, social and academic engagement and citizenship. Discussions will be held regarding individual decision making and the positive and/or negative consequences that follow.

During the junior year, counselors work with students and parents in a college counseling program entitled "Finding the Fit. . ." which is a series of evening programs established to assist students and parents to identify and select post-secondary options.

During the senior year, students continue to examine options, submit college applications, and make post high school decisions. Throughout the four years of high school, students are encouraged to meet individually with their counselors. Our college coordinator is also available as a resource for families.

THE SOCIAL-EMOTIONAL COUNSELING PROGRAM

Students in need of social-emotional support may meet individually with their school counselor, psychologist or a social worker. In addition, Student Services offers small group counseling to address such concerns as grief/loss, social skills and other areas based on student need. Group support is also offered for students reintegrating to Glenbrook North from psychiatric hospitalizations or substance abuse treatment programs. Additional information including resources for parents is available on the Student Services Department web site.

CALENDAR FOR COLLEGE STANDARDIZED TEST DATES 2019-2020

Program	Testing Dates	Registration Deadline Date	Late Registration Deadline Date <i>(Additional fee required)</i>
CEEB CODE 143-215			
ACT	September 14, 2019*	August 16, 2019	August 17-30, 2019
ACT	October 26, 2019	September 20, 2019	September 21-October 4, 2019
ACT	December 14, 2019	November 8, 2019	November 9-22, 2019
ACT	February 8, 2020*	January 10, 2020	January 11-17, 2020
ACT	April 4, 2020	February 28, 2020	February 29-March 13, 2020
ACT	June 13, 2020*	May 8, 2020	May 9-22, 2020
ACT	July 18, 2020	June 19, 2020	June 20-26, 2020
SAT	August 24, 2019	July 26, 2019	August 6-13, 2019
SAT	October 5, 2019*	September 6, 2019	September 17-24, 2019
SAT	November 2, 2019	October 3, 2019	October 15-22, 2019
SAT	December 7, 2019*	November 8, 2019	November 19-26, 2019
SAT	March 14, 2020	February 14, 2020	February 25-March 3, 2020
SAT	May 2, 2020	April 3, 2020	April 14-21, 2020
SAT	June 6, 2020	May 8, 2020	May 19-27, 2020
ADVANCED PLACEMENT	May 4-8, 2020* May 11-15, 2020*	TBD Registration in the Bookstore	
PSAT/NMSQT	October 16, 2019*	September 2019 Registration in the Bookstore	

* Glenbrook North is a Test Center

STUDENT ASSISTANCE PROGRAM

Glenbrook North High School provides an early intervention program focusing on student wellness including substance abuse prevention programming. The Student Assistance Program maintains the following vision:

Our program is to be comprehensive in scope and integrated between school and community. Our commitment is to wellness for all our students.

Major Components of the Student Assistance Program

- Education for students, staff, parents and community about adolescent development.
- Student involvement programs focusing on healthy alternatives to alcohol and drugs.
- Intervention and referral services available for a range of problem areas.
- Transition and aftercare support for returning students to ensure success.
- District-wide and community collaboration to support student wellness and healthy living.

With wellness for all students as the goal, the programs and services are designed to assist any student in his/her growth and development.

Intervention and Referral Services

An early intervention component is offered to meet the needs of the student who may be at risk of developing problems. This program establishes a system for teachers, administrators, students or parents to express concern about a student and know the situation will be handled by a team of trained professionals. The referral process helps students and parents identify developing problems, explore consequences and solutions, and develop a course of action. The Student Assistance Team offers information, brief counseling and referral. These services are confidential and non-punitive.

Who is on the Student Assistance Team

Members of the team include teaching staff, social workers, counselor, nurse, and assistant principal. For information regarding the Student Assistance program please contact Christina Seaborg at 847-509-3426. Student self-referral, parent inquiry, or peer referral may also be made to any student counselor or Christina Seaborg. In addition, there is a drop box in Student Services where referrals can be left anonymously as well as electronic Spartan Concern Form or Text-A-Tip: 844-823-5323. These references can be found on the Student Services website.

How it Works

A teacher, parent, student or administrator becomes aware of specific, persistent, troubling behavior. ↓

The concerned person shares observations with the student's counselor. ↓

The counselor contacts the student's other teachers for their observations, assesses the data, and shares data with the Student Services Team. ↓

When appropriate, the Student Services Team arranges a conference with the student and the parent. ↓

The Student Services Team provides necessary information to the parent and makes a recommendation for further intervention.

Recognizing When Help Is Needed

Certain recognizable behavior patterns may be evidence of a more serious problem in need of professional attention. For example:

- Sudden drop in grades.
- Obvious change in friends.
- Confused, apathetic, disoriented behavior.
- Problems in school, with the law or neighbors, poor attitude towards authority.
- Lack of participation as a family member in activities or household tasks.
- Unexplained need for money, missing money or possessing large, unexplained amounts of money.
- Lack of motivation.
- Erratic moods; i.e., easily angered, moody, uncooperative or sensitive.
- Dishonesty, evasive answers.
- Defensive, elusive or withdrawn behaviors.
- Loss of interest in valued activities, sports or hobbies.
- Skipping school or certain classes.
- Suspensions from school.
- Smell of alcohol or marijuana on breath or clothing.
- Possession of drug paraphernalia.
- Changes in eating or sleeping patterns.
- Talk or thoughts of suicide/death.
- Taking unusual risks.
- Frequent use of laxatives.
- Binging, purging and/or hoarding food.

ADDITIONAL RESOURCES AND INTERVENTIONS

Staff Training

The district provides substance abuse awareness training and consultation for faculty and staff members.

Student Services Teams

Three teams of student services and deans meet weekly to discuss students who have been referred by the school faculty. The problem solving teams brainstorm interventions to assist the student academically or with psychosocial issues. For more information, contact the school counselor.

Orientation Program

GBN offers orientation programs for incoming freshmen and transfer students, typically scheduled the day before school officially begins. The school provides information about these programs directly to parents.

Police Liaison Officers

In conjunction with the Northbrook Police Department, GBN has a full time police liaison officer. The officer assists in maintaining safety and security in our buildings and at school activities and also serves as a valuable resource for students and staff.

Peer Group Leaders

Peer Group is an established program in which trained senior leaders meet regularly with freshmen to help them make a positive transition to high school. Senior leaders work under the supervision of faculty coordinators. The program focuses on relationship building, communication, and decision-making skills. For more information contact the school counselor.

Activities and Athletics

GBN offers a wide variety of student activities and athletics to help students become actively and constructively engaged in the school community. The specific activities and sports are listed in the *Student/Parent Handbook*. Parents should contact the Director of Student Activities or Athletic Director for more information.

Student Groups and Special Programs

Special groups and programs are offered on a voluntary basis throughout the year to provide the education and skills students need to make healthy choices.

Community Partnerships

GBN works closely with youth-serving community agencies, such as Peer Services and Youth Services of Glenview/Northbrook to provide substance abuse education, counseling, prevention, and intervention. The district collaborates with many other community service organizations to provide support and assistance for our students and families.

Communication

Starting with the first day of school, students learn about Glenbrook student discipline policies and rules in their classrooms. Glenbrook policies and procedures are explained throughout the school year. We ask parents to discuss policies and the issue of substance abuse with their children.

HEALTH SERVICES

MARY KAY LUTZ, R.N.

JEAN YANG, R.N.

School Nurses

The School Health Service includes a variety of functions designed to assist students to protect or improve their health. Activities in the Nurses' Office attempt to increase student understanding of health, develop favorable attitudes towards health and adopt desirable health practices.

The health office is open daily for health needs and consultations. Emergency care for sick or injured students is provided; however, the Nurses' Office is not a substitute for the family physician who is the person to be consulted for diagnosis and treatment.

POLICIES REGARDING ILLNESS

1. Students should remain at home when ill. When the disease is communicable, the student is required to stay home from school.
2. FOLLOWING ANY COMMUNICABLE OR INFECTIOUS DISEASE, home or hospital confinement, a written statement from a physician must accompany the student on his/her return to school. The statement should include the doctor's assessment that the student is ready to return to school, and it should include any physical limitations placed on the student.
3. When a student becomes ill during a class period, the student should obtain a pass from the teacher directing the student to the Health Services Office.
4. When a student is too ill to remain in school, s/he reports to the Nurses' Office. His/Her parent or guardian will be notified by the nurse. If the parent or guardian cannot be reached, the person(s) listed as emergency contact will be called.
5. Any student who is sent home by the nurse because of illness must be accompanied by his parent, guardian or by another responsible adult. If the student drives or leaves alone, this must be approved by the parents or a designated responsible adult. The nurse will assess the condition of the ill student before releasing him/her to drive.
6. Any student who needs to leave class for the Nurses' Office must return to class after 30 minutes unless the nurse determines a longer stay is required.
7. Students who have excessive absences (as defined by the Dean's Office), may be required to produce a doctor's note in order to remain on attendance rolls.
8. If a student is ill with a communicable disease, surgery or other illness or injury which will cause the student to be absent from school for two weeks or more, homebound tutor support is available for academic subjects. A medical certification form must be completed by the student's physician. The parent/guardian should contact the student's counselor and Mary Beth Manso, RN, Homebound Program Coordinator at 847-509-2529.
9. Students who register a temperature of 100°F or more in the Health Office will be asked to return home to prevent the spread of disease in school.

EXCUSES FROM PHYSICAL EDUCATION FOR MEDICAL REASONS

1. A parent or guardian must write a note to excuse their student from participating in physical education for one class. The missed class must be made up.
2. When a student needs to be excused from physical education for more than five days for illness or injury, a written statement from his/her physician stating the reason and duration of the excuse must be brought to the Nurses' Office.
3. If a student has a chronic medical condition and is to be excused from physical education, an ANNUAL written statement from the student's physician must be submitted to the Health Service Office.

POLICIES REGARDING ACCIDENTS

1. All accidents are to be reported to the Health Services Office immediately. An accident report is completed by the teacher present when the student was injured and is returned to the Health Services Office as soon as possible.
2. The paramedics and the parent will be notified immediately by the nurse when any accident is serious enough to require immediate medical attention.
3. Following any serious accident the parent, guardian or responsible adult will be notified immediately.
4. Parents are urged to apprise the Health Office of changes in emergency phone numbers and before leaving on vacation.

MEDICATION POLICY

1. All student medications to be administered during school hours must be kept in the Health Office, with the exception of prescribed inhalers and epi-pens that students are allowed to keep with them if there is a doctor's order on file in the office.
 - a.) As of 5/19/06, legislation was passed regarding epinephrine auto-injectors. Public Act 094-0792 amends School Code Section 22-30 with regard to school district liability. Parents or guardians of the student must sign a statement acknowledging that the school district is to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the self-administration of medication or use of an epinephrine auto-injector by the student, and the parent/guardian must indemnify and hold harmless the school district and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the self-administration of medication or use of an epinephrine auto-injector by the pupil.
2. Prescription medications will only be given to students who have a medication form on file in the Health Office signed by parent and physician. This must be renewed annually.
3. Prescription medication must be brought in annually in pharmacy labeled containers.
4. Tylenol and Advil are stocked in the Health Office. They may only be given to a student with the properly completed form on file. The order expires upon graduation.
5. Students who use over-the-counter medications other than Advil or Tylenol for colds, allergies, menstrual cramps, etc., may bring in their own medications in the original containers. They will be stored in a locked cabinet. Any over-the-counter medications need to be added to the Medication Authorization form signed by both parent and doctor. It expires upon graduation.

PHYSICAL EXAMINATION RECORDS

1. Each student must have a health examination and required immunizations before entering the Glenbrook High Schools. The record of the required examination and immunizations is maintained in the health office and contains evidence of the completed dental, vision and hearing examinations as well as updated immunizations required by state statutes.
2. Students entering GBN must have a diabetic screen as part of their physical examination.
3. Any student objecting to health examinations or required immunizations on religious grounds needs a written statement of objection signed by the student's parents or legal guardian. The Superintendent has the authority to waive the requirements of the immunization policy under these circumstances.
4. Any ninth grade student who does not have a record of completed health examination and required immunizations on file with the school nurse by the first day of school will be excluded from school until the required records are on file.
5. Transfer students must submit the required health examination and immunization records to the school within sixty days of their enrollment to avoid exclusion from school.



Glenbrook North High School

EXTRA-CURRICULAR ACTIVITIES 2019-2020

NAME	MEMBERSHIP OPEN TO	SPONSOR/DEPARTMENTS	PHONE EXT.
After School All-Stars	all students	Mrs Manly/Innovation	4818
Broadcasting	all students	Ms. Holecek, Mr. Rubin/Broadcasting	2571/2569
Circle of Friends	all students	Ms. Gomez, Mr. Sullivan/Special Education	2662/7260
Coding Club	all students	Mr. Goodman/Mathematics	2681
Coffee & Tea Club	all students	Mr. Grimaldi/Social Studies	2641
Color Guard	all students	Mr. Tseitlin	Mtseitlin@glenbrook225.org
Debate	all students	Dr. Greenstein/Debate, Social Studies	2648
DECA	all students	Mr. Rast, Ms. Haugen/Social Studies, World Languages	2570/2523
Environmental Awareness	all students	Ms. Ludolph, Mr. Kallay/Science, Social Studies	2413
E.Sports	all students	Mr. Romito/Career & Technical Education	2623/2446
FCCLA (Family, Career & Community Leaders of America)	all students	Ms. Petty/Career & Technical Education	2554
Feminism Club	all students	TBD	TBD
Fermata Nowhere	all female	Ms. Nicols/Fine Arts	2436
Foreign Film Club	all freshman	Mr. Todd Keeler/World Languages	2439
Freshman Class Board	all freshman	Mr. Kallay/Social Studies	2446
Friends & Company	all students	Ms. Wallis/TLS	831-5100 x 2447
Future Educators of America	all students	Ms. Basford/Career & Technical Education	2555
Gender Sexuality Alliance	all students	Ms. Ellinger-Macon/Social Studies; Mr. Knapp/Math	2642/2697
Glenbrook Symphony Orchestra	all students	Mrs. Wagner/Fine Arts	2683
Global Citizens	all students	Mr. Grimaldi/Social Studies	2641
H2O Club	all students	Ms. Sit/English	2495
Hellenic Club	all students	Mrs. Houmpavlis/Mathematics	2255
High Energy Physics Club	all students	Mr. Valsamis/Science	2618
Individual Events Speech	all students	Mrs. Ilie/Social Studies	2640
Interact Club	all students	Ms. Rose/Career & Technical Education	2413
Intramurals	all students	Mr. Ruppert/Student Services	2538
Jewish Learning Club	all students	Mr. Perez/World Languages	3421
Juggling/Magic Club	all students	Mr. Sorokin/World Languages	2516
Junior Class Board	all juniors	Ms. Fluegge/English	2471
Key Club	all students	Ms. Ruesch/Deans Office, Ms. Bucklin/Student Services	2453/2660
Kids 4 the Cure	all students	Ms. Vogg/World Languages	2521
Laconian/Yearbook	all by application	Mrs. Kinsella-Coupland/English	2482
Ladies First	all students	Ms. Nichols/Fine Arts	2436
Literary Magazine	all students	Ms. Galson, Mr. Milkowski/English, Fine Arts	2477/2423
Marching Band	all by audition	Mr. Briggs/Music, Ms. Baxmeyer/Music	2435/2437
Math Team	all students	Mr. Benson, Mr. Campbell, Mr. Krickl, Mr. Lewis/Mathematics	2689/480-7261/2698/2648
Men of GBN	GBN Parents	Mr. Davidson/Fine Arts	2455
Model United Nations Club	all students	Mr. Rast/Social Studies, Mr. Hoynes/Social Studies	2570/2648
National Art Honor Society	all by recommendation	Mr. Milkowski/Fine Arts	2423
National Honor Society	all by application	TBD	TBD
Newcomer's Club	all new students	Mr. Niemiec/Student Services	2679
Open Forum	all students	Ms. Jund/Social Studies	2636
Orchestr Dance Company	all by tryouts	Ms. Burns, Ms. Mills/Student Services	aburns@glenbrook225.org/2536
OW!	all male	Ms. Nichols/Fine Arts	2436
Pan-Asian Student Society	all students	Ms. Ilie/Social Studies, Ms. Jund/Social Studies	2640/2636
P.A.W.S.	all students	Ms. Rogers/Student Services	2540
Peer Mentors	all students	Ms. Cohen/Special Education	2669
Pep Band	all by audition	Mr. Briggs/Music, Ms. Baxmeyer/Music	2435/2437
Pac-Tech	all students	Mr. Monaghan/CPA	2430
Pom Pon	all by tryouts	Ms. Collins	7418
Relay for Life	all students	Ms. Vogg/World Languages	2521
Save A Child's Heart	all students	Ms. Newburger/Student Services	2422
S.C.H.O.O.L. Magazine	all students	Mr. Timmer/English	2480
Science Club	all students	Mr. Borowicz, Mr. DiCristofano/Science	2654/2610
Scholastic Bowl	all students	Ms. Reimer/Science, Mr. DiCristofano/Science	2611/2610
Senior Class Board	all seniors	Mrs. Jordan/Deans Office, Ms. Wool/Social Studies	2452/2506
Show Choir/GBN Express	all students	Mr. Davidson/Music	2455
Sophomore Class Board	all sophomores	Mr. Hoover	2637
Spartan Buddies	all students	Mrs. Schneider, Ms. Scott/Science, Special Education	3425/480-7253
Spartan Inspire	all students	Ms. Lazzaro/Student Services, Mr. Edison, Mr. Sullivan/Sp.Ed.	480-7268/2663/480-7260
Spartan Medical Club	all students	Ms. McDonough	4082
Spartan Spirit Squad	all students	Mr. Weiner/PE; Ms. Carranza/World Languages	2520/2513
Stage Crew	all students	Mr. Monaghan/CPA	2430
Student Advisory Board	all students	Dr. Finan/Principal's Office	2401
Student Association	all by election	Dr. Tarjan/Student Activities	2670
Theater/Drama Club	all students	Mrs. Hill/Fine Arts	2431
Theatre Production – Fall/Winter/Spring	all by audition	Mrs. Hill/Fine Arts	2431
Torch/school newspaper	all by application	Mr. Halpern/English	2485
Tri-M	all by recommendation	Mr. Briggs/Fine Arts	2435
World Language Honor Society	all students	Ms. Esmits, Ms. Vogg/World Languages	2522/2521

GBN INVITES PARENTS TO BECOME INVOLVED

JOIN ONE OR MORE OF THE FOLLOWING PARENT GROUPS

- Learn more about GBN • Meet other parents • Give input for decision-making

WHAT'S GOING ON?

THE GLENBROOK NORTH PARENTS' ASSOCIATION seeks membership from the entire GBN community. The purpose of the organization is to serve as an educational and informational liaison between the school administration and parents. Cost to join the Association is \$25. For more information contact Betsy Sharpe, Chairperson, betsysharp@sbcbglobal.net.

THE GBN BOOSTER CLUB is the parent support groups for interscholastic sports. During the year the Booster Club engages in a variety of fund-raising activities and then purchases some type of athletic equipment for the school. The organization is run by an executive board. For information contact Co-Presidents Mark & Lori Spencer, 847-902-2895. Dues are \$40 per year which includes a family pass.

THE SPECIAL EDUCATION PARENTS ADVISORY BOARD consists of parents with children in special education. The purpose of the group is to identify issues and common concerns of special education students and work with the special education staff and administration on those issues. Parent information meetings are held throughout the year. For information contact Kathy French, 847-509-2667.

THE CHORAL & THEATRE PARENT ORGANIZATION (CTPO) is the parent group for the choral and theatre program at GBN. They promote programs, issue and maintain uniforms, provide chaperones for performances and trips, organize meals for theatre productions, and offer fundraising opportunities to help defray the costs of biennial educational tours. For more information contact Liz Vasiljevic, voix@aol.com.

GBN BAND PARENTS is the support group for all GBN bands. During the year they assist band members in fund-raising activities and provide chaperones for band camp competitions, and provide special clinicians to enhance band performance. All interested community members are welcome to join this organization. For information contact The Fine Arts Department, 847-509-2444.

DISTRICT ORCHESTRA PARENTS is the support group for the Glenbrook Symphony Orchestra. During the year they sponsor fund-raisers, serve as chaperones and lend their support to all orchestra activities. For more information contact the Fine Arts Department, 847-509-2444.

DEBATE PARENTS is the support group for GBN debaters. When debate tournaments are held at GBN, parents help out with providing food and organization during the debates. For information contact the GBN Debate Coach, Michael Greenstein, 847-509-2648.

VOCATIONAL ADVISORY BOARDS consist of community business men and women who serve as consultants to the Applied Technology and Family and Consumer Sciences programs. The purpose of the Board is to help insure a relevant curriculum for employment. Mary Kosirog coordinates the Boards and may be reached at 847-509-2440.

GBN GRAD NIGHT is an alcohol and drug-free all-night celebration for the senior class the night of their graduation. This free-to-students tradition relies on the help and support of the entire community. Our steering committee and graduation weekend volunteers consist of parents representing all four grades of GBN. For more information contact Elyssa Siegel at info@gbngradnight.com or 847-287-5192.

Student produced programming will be scheduled regularly on both radio and TV. Special events and presentations will be aired on Channel 16 either live or on video tape delay and repeated at least once so that parents have an opportunity to videotape. Tune in to Channel 16 for program schedules, or check local press for GBN radio and TV listings. For news of daily events, call the Spartan Phone.

GLENBROOK WEBSITE

There is a wealth of information about GBN on our website. If you have a question, the answer is probably on our website.

Start at our district site, www.glenbrook225.org.

- On-line services for transportation and food service
- News, Activities, Information
- Board of Education Information
 - o Meeting Dates
 - o "Electronic Packet" – agendas and info on-line three days prior to meeting
- Glenbrook Student Policies – all policies are on-line in the Board of Education section
- Calendars
- Parent Information Page

Connections is our monthly newsletter for parents. We have designed the newsletter to provide the information parents need to feel and be part of the GBN community. You may receive this publication via email by subscribing on our school website. You can also view the newsletter on our website.

GBN TV, CABLE CHANNEL 16

Streams over the Internet 24/7 at GBNTV.NET
News – Sports – Documentaries – Interviews –
Special Events – Assemblies – Homecoming –
Honors and Awards – Graduation

GBN- RADIO, 88.5 FM

Streams over the Internet 24/7 at GBNTV.NET
News – Sports – Documentaries – Music

EMERGENCY CLOSING INFORMATION

If Glenbrook North should have to close school because of cold weather, snow, power failure or other emergency circumstances, parents will be notified or they can obtain information as follows:

Listen to WBBM Radio 780 AM.

Listen to WGN Radio 720 AM.

Listen to WLS Radio 89 AM.

Dial 272-6400 for a recorded message.

Dial 509-2607 for a recorded message.

Watch cable channel 16 TV.

Check Glenbrook web page <http://www.glenbrook225.org>

ATHLETICS

JOHN CATALANO
Athletic Director

MATT PURDY
Assistant Athletic Director

PAUL VIGNOCCHI
Assistant Athletic Director

KAREN KARP
Administrative Assistant

RYAN MORAN
Head Athletic Trainer

HUMAIRA BAIG
Assistant Athletic Trainer

STEPHANIE TRYBUL
Assistant Athletic Trainer

FALL SPORTS

Cross Country - Girls'
Bob LeBlanc - Head Coach

Cross Country - Boys'
Bill Race - Head Coach

Football
Matt Purdy - Head Coach

Golf - Boys'
Justin Gerbich - Head Coach

Golf - Girls'
Mike Schroeder - Head Coach

Soccer - Boys'
Paul Vignocchi - Head Coach

Swimming - Girls'
Jarod Schroeder - Head Coach

Tennis - Girls'
Peg Holecek - Head Coach

Volleyball - Girls'
Tiffany Kim - Head Coach

WINTER SPORTS

Basketball - Boys'
David Weber - Head Coach

Basketball - Girls'
Nick Capalbo - Head Coach

Bowling - Boys'
Todd Rubin - Head Coach

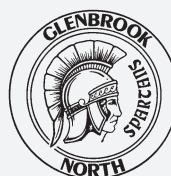
Bowling - Girls'
Matt Izenstark - Head Coach

Cheerleading - Girls'
Greg Wilhelm - Head Coach

Gymnastics - Girls'
Julie Holmbeck - Head Coach

Swimming - Boys'
Jarod Schroeder - Head Coach

Wrestling - Boys'
Jason Erwinski - Head Coach



SPRING SPORTS

Badminton - Girls'
Tiffany Kim - Head Coach

Baseball - Boys'
Dominic Savino - Head Coach

Gymnastics - Boys'
Ryan Dul - Head Coach

Lacrosse - Boys'
Justin Georgacakis - Head Coach

Lacrosse - Girls'
Tom Rosenbaum - Head Coach

Soccer - Girls'
Anthony Valsamis - Head Coach

Softball - Girls'
Bridget Matsunaga - Head Coach

Tennis - Boys'
Jeff Jordan - Head Coach

Track - Girls'
Justin Cooper - Head Coach

Track - Boys'
Sean Brandt - Head Coach

Volleyball - Boys'
Chris Cooper - Head Coach

Water Polo - Boys'
John Przekota - Head Coach

Water Polo - Girls'
John Fournier - Head Coach

INTRODUCTION

Glenbrook North High School serves a community that is excellent in the educational and cultural backgrounds of its citizens. A great deal of emphasis is placed on success in academic achievement, yet there is also concern on the part of parents for the physical, social and moral development of their children.

All of these needs are served by the school program. The degree of intensity with which we attempt to meet these needs should be such that no one area is promoted at the expense of others.

Before this balance can be achieved, we must be certain that the goals we pursue in athletics make valuable contributions to the overall development of the students.

The interscholastic athletic program is designed primarily to challenge the boys and girls whose capacities, abilities and interests in athletic activities extend beyond those of the average student.

This program offers experience in both cooperation and competition, it provides a rallying point for the student body that helps in the development of school loyalty and the feeling of "belonging" on the part of the students. When properly conducted, athletics can make valuable contributions to physical fitness, social and emotional development and the acquisition of sound ethical standards.

STUDENT ATHLETIC TRANSPORTATION

Students participating in athletic contests away from Glenbrook North High School will be subject to District #225 Board Policy regarding student transportation.

Athletes must be most conscious of the following rules:

1. Glenbrook North provides transportation to and from all athletic contests. All athletes are required to use school transportation. Athletes may not participate in an away contest if they drive themselves to the event or if they use alternate transportation without prior permission from the coach and athletic director.
2. In extenuating circumstances, parents may need to drive their own children to or from a contest, but coaches need written notification and approval from the athletic director must be granted in advance.
3. Under no circumstances are students allowed to ride with anyone other than their parent or their guardian to or from a contest and only with prior approval from the athletic director.
4. Email the Athletic Director and coach at least 24 hours in advance of the athletic contest, include your child's name, team, and date for the request.

STUDENT USE OF SCHOOL EQUIPMENT AND FACILITIES

The Glenbrook Schools have always tried to provide the best in facilities and equipment for our athletes. We issue and record accurately all equipment used by our athletes. Students will be responsible for the specific numbered uniforms/warm-ups and/or equipment that they are issued. **LOST OR STOLEN EQUIPMENT MUST BE PAID FOR AT THE REPLACEMENT COST. Athletes will not be allowed to participate in a subsequent sport or will not be allowed to receive his/her grades, awards or diploma until the equipment record is cleared.** We are not in the sporting goods business and do not wish to sell articles of sports clothing with the school name or logo stenciled upon them.

According to High School District 225 Board Policy, students are not to use school facilities, including gymnasiums, etc. without direct supervision of a certified Glenbrook staff member. In the best interest of our students and our building we must insist upon supervision at all times.



Central Suburban League Protocol for Addressing Hate Speech at Contests

This Protocol for Addressing Hate Speech will be in effect at all regular season contests hosted at CSL schools between CSL schools. It is created to accomplish the following goals:

1. Make a clear statement that the CSL does not tolerate hate speech.
2. Demonstrate that addressing hate speech is more important than the game itself.
3. Address the situation early on so that it does not escalate into a worse incident later.
4. Demonstrate to the target and team that their concern is being heard and addressed.
5. Institute more severe consequences for an athlete who persists in using hate speech.
6. Allow time for emotions to cool down.

HATE SPEECH DEFINITION & POLICY ADMINISTRATION

Definition of Hate Speech

Hate speech is any speech, gesture or conduct, writing, or display which is forbidden because it may incite violence or prejudicial action against or by a protected individual or group, or because it disparages or intimidates a protected individual or group. This protocol is designed to provide a consistent, rational framework for managing and dealing with situations at contests when an athlete or coach believes an opposing school's athlete or coach have used hate speech towards a member of their team. "Target" refers to the individual who heard the hate speech. "Alleged offender" refers to the individual(s) who allegedly used the hate speech. "Comment" refers to the hate speech that was used.

Administration of Policy

1. The target will inform his/her head coach of the following at the next stoppage in action after the comment was heard:
 - a. The specific comment made.
 - b. When and where the comment was made.
 - c. Identification of the alleged offender (number, position, etc.)
 - i. NOTE: If the target is unable to identify who made the comment, the target should still communicate what s/he heard to their coach and their coach should notify the official and opposing coach immediately.
2. If the contest is being officiated, the head coach will immediately inform the official of the information above. The official will stop play and meet with the head coaches of both teams and host school administration (if present) and review the comment. The teams will go to their respective benches. The coach of the alleged offender, the official and an athletic administrator (if present) will meet with the alleged offender to ask the offender about the comment made.
3. If there is not an official present, the head coach of the target will inform the head coach of the alleged offender of the information above. The coach of the alleged offender and an athletic administrator (if present) will then ask the alleged offender about the comment made.
4. If the alleged offender admits to saying the comment, s/he will be ejected from the contest and suspended for the next contest and will be subject to the individual school's discipline policies and procedures for the use of hate speech.
5. If the alleged offender does not admit to saying the comment, the alleged offender will be informed by his/her coach that if the official or coach hears any other use of hate speech from the alleged offender later in the contest, the offender will be ejected, suspended for the next contest and will be subject to the individual school's discipline policies and procedures for the use of hate speech. The coach/official will provide written documentation of what they heard to be included in the incident log.

6. The target will then be told by his/her head coach of the outcome. If the alleged offender did not admit to saying the comment, the coach will tell the target to continue informing him/her directly if hate speech is used again. Additional reports involving the same alleged offender will be shared with the official who will inform the other head coach but play will not be stopped unless the official actually hears the comment.
7. The head coaches of both teams will inform their Athletic Directors within 24 hours of ALL situations in which hate speech was suspected within 24 hours of the contest. The AD will meet directly with any athlete identified as possibly using hate speech or alleging the use of hate speech.
8. If the target does not inform his/her coach about the comment until after the team has left the contest site, the coach shall inform his/her Athletic Director and that AD shall inform the other AD. Both AD's shall meet with their respective student-athletes (alleged offender and target) and then communicate back to the other AD of their findings. If the alleged offender admits to saying the comment, s/he will be suspended for the next contest and will be subject to the individual school's discipline policies and procedures for the use of hate speech.
9. The Athletic Directors will inform the CSL President of the incident who will document the incident in the CSL Hate Speech Incident Log.

Condensed Version

1. Tell the coach what happened.
2. If officiated, coach tells official and play stops. Teams to benches. Official meets with alleged offender and opposing coach.
3. If no official, coach tells coach of alleged offender who speaks with his/her athlete.
4. If admittance, ejection from contest, suspension for next contest and subject to school discipline for hate speech. If coach/official hears use of hate speech, must submit written documentation of what they heard to be included in Incident Log.
5. If no admittance, reminder of consequences.
6. Target informed and told to continue telling coach if it continues. Coach continues to inform official and opposing coach but play does not stop.
7. Coaches inform AD's within 24 hours. The AD meets with any athlete identified as possibly using hate speech or alleging the use of hate speech.
8. If nothing said until after team is gone, coach informs AD who tells other AD. Both AD's meet with student-athletes and communicate back to the other AD of their findings.
9. The AD's inform CSL President of incident who documents in the CSL Hate Speech Incident Log.





The major concern of the Office of the Deans is to assist students in making judgments and decisions that are acceptable to society. Students' decisions should be based on a fundamental respect for the rights of individuals and the respect for property. The successful conclusion of this process will be the development of intelligent citizens, prepared to fulfill a meaningful role in our society.

When situations occur that do not meet these guidelines, it is necessary for the Office of the Deans to review with the student what is considered acceptable behavior. Information regarding the consequences for violations of school procedures are presented here for the benefit of the student and parent.

ATTENDANCE

PARENTS ARE REQUESTED TO CALL THE ATTENDANCE OFFICE ON THE DAY OF THE STUDENT'S ABSENCE **between 6:30 a.m. and 3:30 p.m.** The phone number is 509-2432. It is the responsibility of the parents to provide a Student ID number when calling the Attendance Office. The Attendance Office must be notified of the student's absence from school **on the day of the absence or within a 48 hour period.** If not notified within this time frame the absence will be considered unexcused. It is the responsibility of the student to clear the absence.

Students leaving school without prior permission will not be given an excused or explained absence upon their return to school.

Absence: Students Arriving Late

Students who arrive at school after 8:05 a.m. must sign in at the Attendance Office and have a parent call to excuse the absence. The Attendance Office will then give the student a pass to proceed to class and their locker.

Students arriving late must use the following entrances:

1. Visitor's Entrance - Door E
(Southeast corner between A & F wings located just west of Shermer Road)
2. North Door (Applied Technology wing) - Door KK
3. Cafeteria Door - Door FF
4. South P.E. Door - Door O

Upon entering any of these doors, the student should go directly to the Attendance Office.

TARDINESS

Tardiness to Block 2-3:

The passing bell for Block 2-3 sounds at 7:55 a.m. with class beginning at 8:00 a.m. **Students may not sign in between 7:55 a.m. and 8:05 a.m.** Any student arriving at school **after 8:05 a.m.** must sign in at the Attendance Office.

Tardiness to Class:

Tardiness is defined as any unexcused appearance of a student during the first five minutes of class.

Consequences for Tardies & Unexcused Absences:

Refer to Board Policy 8420.

OFFICE OF THE DEANS

WILLIAM EIKE, Assistant Principal/Dean of Students

JEANETTE JORDAN, Associate Dean of Students

PAUL VIGNOCCHI, Assistant Dean of Students

FAILURE TO SIGN IN OR OUT AT THE ATTENDANCE OFFICE

When arriving late to school, failure to sign in at the Attendance Office at time of arrival or to sign out when leaving prior to normal dismissal will result in an unexcused absence.

Attendance:

A student calling or having someone else call the Attendance Office in lieu of a parent shall be treated the same as a forgery - see FORGERY.

Absence: Excused or Explained, but student appears or stays in the building

Any student called out for an excused absence or explained absence but appears or stays in the building or on school grounds during the school day will receive an unexcused absence for the day. Students cannot be called out for an excused absence or explained absence for the sole purpose of completing an academic assignment or taking an exam or quiz.

A student receiving an unexcused absence will **not** receive credit for that day's classwork, including exams and quizzes.

Absence: Pre-Arranged

Students who plan to vacation with parents, visit college, etc., should make arrangements a **week** before leaving. Parents **must** call the Attendance Office prior to the absence. Before leaving students should make appointments with all teachers to obtain assignments and to schedule make-up activities.

Attendance: Parents Out of Town

It is the responsibility of the parents to inform the Attendance Office if they will be unavailable for a period of time. The authorized person appearing on the student's emergency card must call the Attendance Office if the student is absent from school.

If another adult is designated by the parents to excuse their child from school, a phone call or email from a parent identifying the temporary guardian must be received prior to the parents leaving town. Failure to follow the above procedures will result in an unexcused absence.

Attendance: Request to Leave Campus and Return to the Building (Requires a phone call)

Students must check out of the Attendance Office when required to leave the building between 8:00 a.m. and 3:15 p.m. [Parental approval is required no less than **30 minutes prior** to the student's departure.] Students returning to the building before 2:55 p.m. are required to sign in at the Attendance Office. **STUDENTS NOT FOLLOWING THIS PROCEDURE WILL RECEIVE AN UNEXCUSED ABSENCE FROM CLASS.**

Absence Excused

Reasons for an excused absence shall include illness of the student, death in the family, religious holidays, participation in election day activities, school-sponsored activities, medical appointments, family emergencies, and Learning Adjustment Center (LAC) placement. An excused absence shall enable a student to receive credit for work which is made up. **THE STUDENT MUST MEET WITH HIS/HER TEACHER(S) ON THE FIRST DAY AFTER RETURNING TO SCHOOL FROM AN EXCUSED ABSENCE FOR THE PURPOSE OF ESTABLISHING WITH THE TEACHER THE TIME AND PLACE OF ANY MAKE-UP SESSIONS. INDIVIDUAL TEACHERS WILL, AT THE BEGINNING OF EACH SEMESTER, SHARE IN WRITTEN FORM WITH HIS/HER CLASSES THE GUIDELINES USED FOR MAKING-UP WORK MISSED DUE TO EXCUSED ABSENCES.** Teachers shall make a special effort to make themselves available to the student regarding make-up assignments.

ABUSIVE OR FOUL LANGUAGE

The use of abusive or profane language will not be condoned. The use of abusive or profane language could result in a suspension.

BUILDING HOURS

Students are not to be in the building or on the school grounds after 4:00 p.m. unless under the direct supervision of a staff member. All after-school activities on school nights will cease at 10:00 p.m., unless special permission is granted by the Principal.

CARDPLAYING/DICE/GAMBLING/ CONTESTS FOR MONEY

Card playing, playing with dice, and gambling are not allowed on school grounds. Any violation could result in a Saturday detention or suspension.

DETENTION, DEANS

When a student is assigned a detention by the Dean or the study hall teacher, he/she may choose the date within a three-day period to serve the detention. Failure to serve a detention could result in a Saturday detention assignment.

Student I.D. must be presented in order to serve the detention. Students should bring homework and spend their time in productive work.

DETENTION, TEACHERS' – PERSONAL

Teachers' detentions are time segments served with the teacher before or after school. When a student is assigned a detention by a teacher, he/she may choose the date within a three-day period to serve the detention. Failure to serve could result in a Saturday detention.

ILLEGAL SUBSTANCES: SEE BOARD POLICY 8460

EARLY RELEASE ON SHORTENED BELL SCHEDULE DAYS

Early release on shortened bell schedule days is determined by the student's daily **block release** rather than the time of day.

ELECTRONIC – WIRELESS COMMUNICATION DEVICES

Electronic devices include, but are not limited to:

1. MP3 Devices
2. Personal Laptop Computers and Tablets
3. Mobile Internet Devices (MIDs) – iPod Touch and PDAs, etc.
4. Telecommunication Devices/Cell Phones/Smart Phones.

1. General Usage

- A. All devices can be used at school or school related functions, but cannot be used or worn in classrooms. Use of devices during school trips will be at the discretion of the coach or sponsor, but should not be disruptive to the activity or discourteous to others.
- B. Devices should not be used during school assemblies, meetings, activities, performances, or indoor athletic events.
- C. Personal laptops can be used for educational or school-related purposes in the "unscheduled areas" include the library, cafeteria, Student Activity Center, and the non-academic hallways surrounding these areas.
- D. If devices are used, the following must be observed:
 - a. Students must be viewing materials, listening to audio and accessing material/websites which are appropriate for minors in a school setting and in accordance with the District Acceptable Use Policy (AUP).
 - b. Students must turn off, put away, or relinquish any device when requested by any District 225 staff member.
 - c. In classrooms it is the expectation that any device is put away, out of sight, and silent unless otherwise directed by the teacher.
 - d. If audio is used, it must be muted or headphones must be utilized.

- e. This policy prohibits the use of electronic devices in all restrooms, locker rooms, and any other location where students and staff "have a reasonable expectation of privacy."
 - f. During restricted study hall and in-school suspension, students may use laptops for academic purposes only. Cell phones and Mp3 players may not be used.
- E. Students are prohibited from recording (audio or video) staff members or students without permission. Students who violate this expectation will be subject to Deans' Office consequences for inappropriate behavior.

2. Consequences for Misuse

Students who refuse to comply with the above guidelines may have their equipment confiscated and be subject to other disciplinary actions.

First Intervention: Three Dean's detentions

Second Intervention: Saturday detention

Third Intervention: One day in-school suspension

Additional Interventions: Students who violate the terms of this policy more than three times shall be considered guilty of gross disobedience or misconduct and shall be subject to disciplinary action in accordance with the procedures of Policy 8410. The Dean's Office reserves the right to confiscate phones.

3. Security Risks

Electronic devices are especially vulnerable to loss and theft. District 225 schools accept no responsibility for personal property brought onto campus by students.

- A. Students who choose to bring electronic devices assume total responsibility for these devices. Electronic devices which are stolen or damaged are the sole responsibility of the students and their legal guardians.
- B. Through increased user awareness of these risks and the application of school policy (this document) students should take all reasonable steps to protect against the theft or damage of their personal electronic devices.

EXCESSIVE SHOW OF AFFECTION

Behaviors which are not appropriate for public places make other people uncomfortable, show poor judgment and are demeaning to the individuals involved. Students should demonstrate respect for themselves and others by conducting themselves in a manner appropriate for a public place.

FALSE FIRE ALARMS – BOMB THREATS – 911 CALLS

False Fire alarms, bomb threats and 911 calls are a threat to the safety of the school and community.

Penalty: Students causing/making false alarms or bomb threats will be referred to the Major Disciplinary Committee, with a recommendation for expulsion.

FIGHTING (*Wrestling, Rough-housing, Pushing, Shoving*)

Any student involved in a fight may be assigned an out-of-school suspension, **regardless of who started the fight**. The suspension may be of one or more days, but not to exceed ten days. In addition, the student may be subject to arrest.

FORGERY

Forged school documents (i.e. passes or ID's) and phone calls will be handled as incidents of forgery. This includes presenting an ID belonging to another student. Forgery will result in:

First Intervention: Saturday detention

Second Intervention: 1 day out-of-school suspension

Third Intervention: 3 day out-of-school suspension (*readmit conference with counselor*)

GAMES

While on school grounds, the possession and/or use of hackysacks, frisbees, skateboards, recreational balls of any type are not allowed. Students found engaging in any of these types of activities will have their respective equipment or game confiscated. **These items may not be returned.** No unsupervised activities in the school, including the gyms, will be permitted.

Musical instruments should only be played in the designated practice areas of the Music Department.

HALL POLICY

Students at Glenbrook North may move throughout the building during passing periods only. Students who have unscheduled class time may not enter hallways considered **closed** to students.

First Intervention: 5 days 45 minute assignment to Restricted Study hall or 5 detentions.

Second Intervention: 10 days 45 minute assignment to Restricted Study hall or 10 detentions.

Subsequent Interventions: Restricted Study hall assignment during all free time for remainder of semester.

INSUBORDINATION

Students have a firm obligation and responsibility to follow verbal and written instructions from any faculty or staff member regarding all aspects of their behavior and conduct at school. Willful and deliberate refusal to do so is insubordination, and may result in a suspension not to exceed ten (10) school days.

LASER POINTERS/LASER LIGHTS

Laser pointers and laser lights are prohibited on school property or at any school related event. Students who violate this policy will have their device confiscated.

LOITERING

Loitering in hallways, washrooms, and parking lots is prohibited and may result in disciplinary action. Loitering in the hallways can disrupt learning for other students and teachers. Also, students have a responsibility to be good neighbors. Students should not congregate in any area adjacent to or abutting school grounds. Loitering is considered a violation of the GBN Hall Policy; therefore, consequences for loitering are the same.

CONDUCT IN THE CAFETERIA

Since our lunchrooms are in constant use, clean up by each student is necessary in order to maintain a pleasant, clean, and relaxed atmosphere for all students. **It is the responsibility of each student to return his or her tray to the appropriate location and properly dispose of all trash. Students may not take food out of the cafeteria.**

In an effort to keep our school clean, students are not to consume food and/or beverages in classrooms, resource centers, or hallway areas.

OFF-CAMPUS

Freshmen-Sophomores

Freshmen and Sophomores **are not permitted** to leave the school building/school grounds unless they have properly signed out at the Attendance Office.

Juniors-Seniors

Juniors and Seniors are not permitted to leave the school building/grounds from 8:00 a.m. to 11:20 a.m., and 1:35 p.m. to 3:15 p.m., unless they have properly signed out at the Attendance Office or have an Early Release. Juniors and Seniors may leave for lunch between the hours of 11:20 a.m. and 1:35 p.m. if they possess an Open Lunch pass.

Once a student arrives on school grounds, this constitutes being on campus and the student should immediately enter the school building. Students wishing to leave the building must go through the normal sign out procedure.

Once students have arrived at school, they may not leave the school campus without the permission of the Dean's Office.

First Intervention: 5 days of 45 minute assignment to Restricted Study hall or 5 detentions.

Second Intervention: 10 days of 45 minute assignment to Restricted Study hall or a 6-hour Saturday detention.

Third Intervention: Restricted Study hall assignment during all free time for remainder of semester.

Subsequent Interventions: May result in a suspension not to exceed ten (10) school days.

OPEN LUNCH

Junior and Senior students who are eligible for the Open Lunch privilege can leave the campus **only during their assigned 40 minute lunch period**. Parents must grant approval during the online registration process.

OPEN LUNCH PROCEDURES

1. **Students must carry their I.D. cards at all times and display them to any teacher or staff member on entering or exiting the building. Students must not leave or return to campus without their I.D. card validated for Open Lunch.**
2. Students may leave campus **only** during their assigned 40 minute period.
3. All students leaving for Open Lunch between 11:20 a.m. and 1:35 p.m. must not return to campus until 5 minutes before the end of their lunch period. The Cafeteria, South Physical Education or North doors must be used to enter or exit for Open Lunch.
4. Students intending to use the privilege must leave the school grounds immediately when going to lunch and upon return, re-enter the building immediately.
5. Loitering in the building or on the grounds or eating on campus in areas other than those designated is not permitted. This refers in particular to the North Parking Lot, Second Street and the CPA lot. Students may not loiter in areas adjacent to the school grounds. In general, this is interpreted as within visual range of the school. The purpose of open lunch is to allow students to leave the campus to eat and conduct legitimate business elsewhere, **not** to loiter.
6. Students may not visit other schools during Open Lunch.
7. Students must abide by all other applicable rules and guidelines set forth in the Student Rights and Responsibilities.
8. Students must have transportation and leave the high school area, which includes South Bridge Commons, Second Street, Maple School and all adjoining property. Penalty for violation: revocation of the Open Lunch Privilege.
9. **Students who return late or do not return to school from Open Lunch WILL NOT be given an excused admit from the Attendance Office.**
10. No student leaving for Open Lunch shall accompany and/or transport any student who has not properly signed out at the Attendance Office.
11. Students who alter their I.D. card validated for Open Lunch or present an I.D. belonging to another student may lose their Open Lunch privilege for nine weeks and be assigned to a Saturday Detention.
12. Students using their lunch periods to schedule appointments (medical appointments, etc.) **must sign out** of the building at the Attendance Office **after** a parent phone call is received, and **sign in** upon their return. Students late from open lunch who have not signed out prior to leaving campus for appointments will be considered unexcused.

First Intervention: 5 days of 45 minute assignment to Restricted Study hall or 5 detentions.

Second Intervention: 10 days of 45 minute assignment to Restricted Study hall or a 6-hour Saturday detention.

Third Intervention: Revoke open lunch privilege.

PASSIVE VIDEO SURVEILLANCE MONITORING

Glenbrook High School District 225 uses overt video surveillance cameras and monitors on district property, which includes school buildings, parking lots, and grounds. These cameras are designed to promote the health, safety, and welfare of all students, staff, and visitors.

Video cameras will be located in areas of the school where there is no reasonable expectation of privacy. These areas may include hallways, cafeterias, parking lots, administrative offices, exits, entrances and other locations deemed appropriate by the building principal. Video cameras will not be used in washrooms, locker rooms, changing areas, or showers.

PHONE MESSAGES

It is difficult to deliver messages to students due to students' schedules, size of building, number of students and available staff to assist with this task. In extreme hardship or emergencies, students will be sought out and located if possible. The public address system will not be used for this purpose. Emergency calls should be made to the Deans' Office (509-2462).

PROPERTY DAMAGE

Students are responsible for property damage that results from their actions. When windows are broken or other equipment damaged through carelessness or intentional destruction, the student will be asked to reimburse the school for damages. Assignment to restricted study hall, Saturday detention, in-school suspension or an out-of-school suspension may result from such actions. The property of the school district has enhanced protection under state law. It is a **felony** if a person knowingly and without consent causes damage (including fire or explosive), starts a fire, or deposits any **stink bomb** or any offensive smelling compound and intends to interfere with the use of a district building or land by another.

RESTRICTED STUDY HALL

Students may be assigned to a restricted study hall for violation of school rules. Cutting a restricted study hall assignment may result in additional consequences from the Dean's Office which may include Saturday detention and/or suspension.

SATURDAY DETENTION

Saturday Detention is six hours long during the school year. Students are required to come prepared to do school-related work. Failure to serve a required Saturday Detention may result in a two day out-of-school suspension.

SCHOOL BUS

Students are expected to behave on a school bus. The bus driver is in legal charge of students' actions and **all school rules** apply (example: suspension for smoking, vandalism). Students' misbehavior which may distract the bus driver is considered a major offense. Students and parents are urged to report to the Dean's Office any actions by a student and/or driver which violate safety considerations. Rules are in effect on all school sponsored trips. For all information regarding Student Transportation, please see the Transportation Link in the Parent section of the district website www.glenbrook225.org/Parents. Should you experience any problems with your student's bus route, please contact First Student Transportation directly at 847-724-7200. For any issues regarding the purchase of a new bus pass or the replacement of a lost or stolen bus pass, please contact by email at bustransportation@glenbrook225.org or by phone 847-486-4277.

Please observe the following rules for your safety:

BEFORE BOARDING THE BUS:

1. Be on time at the designated school bus stop; help keep the bus on schedule. The after-school bus leaves promptly at 3:25 p.m. Activity buses leave at 4:45 p.m and 5:45 p.m.
2. Students must show their bus pass to the driver every time (a.m. & p.m.) they board the bus.
3. Only students with a current bus pass, with their photo, will be allowed to ride the bus. No guests or friends will be allowed on the bus, unless they have a current bus pass.
4. Stay off the road when waiting for the bus. Form a straight line to board. Do not push and/or shove.
5. Be careful in approaching the place where the bus stops. Do not move toward the bus until the bus has been brought to a full stop.

WHILE ON THE BUS:

6. Take a seat promptly. Do not change seats during the route.
7. Be alert to a danger signal from the driver.
8. Remain in the bus in the event of a road emergency until instructions are given by the driver. Emergency doors and windows are for emergencies only.
9. Keep hands and head inside the bus at all times after entering and until leaving the bus. Do not throw anything out of the bus window, and do not lower the window past the safety mark.
10. Be quiet – Excessive noise diverts the driver's attention. Total silence at railroad crossings.
11. Keep the bus clean. No animals allowed on the bus.
12. Keep aisles clear. Check the seat for articles when leaving. For lost items or items you may have left on the bus, call First Student at 847-724-7200.
13. Good manners and good conduct are always in order. Be courteous to the driver and riders.
14. Drivers will stop at designated stops only. Special stops are not permitted.

GETTING OFF THE BUS:

15. Step away from the bus at discharge point. Do not chase dropped objects near the bus. Wait until the bus pulls away to pick them up.
16. Observe safety precautions at discharge point. Riders crossing in front of the bus must:
 - a. Tell the driver you are crossing.
 - b. Proceed to a point (10 feet) in front of the bus.
 - c. Check traffic in both directions.
 - d. Wait for the driver to signal all clear.
 - e. Cross check new traffic both ways as you cross.
17. Drivers have the authority to designate seats in order to maintain order and easy loading.

Penalty for violation: May be suspended from school or from bus service.

SMOKING/NICOTINE DELIVERY DEVICES

See Board Policy 8430

Smoking, vaping, or the use of any form of nicotine is not permitted by students on school premises, on school buses, at all school sponsored events, or in areas adjacent to the school grounds. In general, this is interpreted as within visual range of the school.

SNOWBALLS

The throwing of snowballs on school grounds is prohibited.

First Intervention: One day Learning Adjustment Center (LAC) placement or as an alternative to the LAC, the student may elect to attend a Saturday detention.

Second Intervention: One day out-of-school suspension

Third Intervention: Three day out-of-school suspension

STUDENT CENTER MALL

Students are not to eat food or play games (frisbee, ball, other games) in the Student Center Mall, except at designated times. Violation could result in an assignment to a restricted study hall or an in-school suspension.

STUDENT DRESS

It is the intention of the Board of Education to provide a learning environment which promotes self-respect, balances social responsibility with self-expression, and is free of distracting, disruptive, threatening, or offensive diversions from the educational process. Clothing worn during the school day must provide reasonable coverage (e.g. midriffs should be covered, undergarments should not be visible, etc.).

Students' personal appearance must meet the following criteria:

1. It is not in violation of any statute.
2. It does not constitute a threat to the safety or health of self or others.
3. It does not reference alcohol, drugs, tobacco, or violence.
4. It is not offensive by the wording or design, or suggestive of a double meaning.
5. It is not gang related in any form or manner.

HATS/HEAD COVERINGS

Students are allowed to wear hats inside Glenbrook North High School. However, hats are to be removed in the classroom or other performance areas when requested by a staff member. All hats are to be worn forward or backward and placed squarely on the head. Hats may not be tilted or crooked to one side.

STUDENT IDENTIFICATION

A current identification card will be issued to all students during registration. It is required that this card be carried at all times. If asked, a student must identify himself to any teacher or staff member at any time during the school day or at any school function by presenting their I.D. card.

The I.D. card will be utilized in many ways (cafeteria, library, student activity or athletic ticket, bookstore, dances, open lunch, etc.). A lost, damaged (example, cracked I.D.) or altered I.D. should be replaced as soon as possible. For replacement of the card, report to the Office of the Dean of Students. The replacement fee for the first two replacement I.D. cards is \$5.00. The replacement fee for additional I.D. cards is \$10.00.

Failure to identify oneself properly and to obey directions by a staff member is a serious offense and will be dealt with accordingly.

Failure to produce a current I.D. or give correct name could result in consequences that may include restricted study halls, Saturday detention, or suspension.

STUDENT RESOURCE TIME

Student Resource Time (SRT) is time provided during the regular school day to allow students to access the following areas during their Student Resource Time (SRT):

- Library
- Student Center
- Resource Centers
- Testing Centers
- Teacher Offices
- Supervised Labs
- Nurse's Office
- School Counselor (*by appointment only*)
- Other locations approved and supervised by teachers/administrators

Tardies and unexcused absences will apply to the assigned SRT period. Abuse of the SRT period will result in the loss of a student's SRT.

STUDENT SEARCHES

School authorities may search students, their personal belongings, automobile, and lockers if they have a reasonable suspicion that the student has violated a school rule or the law. Illinois School Code 105: 5/10-22.6 provides the following:

To maintain order and security in the schools, school authorities may inspect and search places and areas such as lockers, desks, parking lots, and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by students, without notice to or the consent of the student, and without a search warrant. As a matter of public policy, students have no reasonable expectation of privacy in these places and areas or in their personal effects left in these places and areas. School authorities may request the assistance of law enforcement officials for the purpose of conducting inspections, and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the school for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search conducted in accordance with this Section produces evidence that the student has violated or is violating either the law, local ordinance, or the school's policies or rules, such evidence may be seized by school authorities and disciplinary action may be taken. School authorities may also turn over such evidence to law enforcement authorities.

STUDENTS WHO HAVE BEEN SUSPENDED OR EXPELLED

Students who have been suspended or expelled are not allowed in the school buildings, on the grounds or at school functions during the period of suspension or expulsion. Students who violate this rule will be subject to an additional suspension and/or arrested for trespassing.

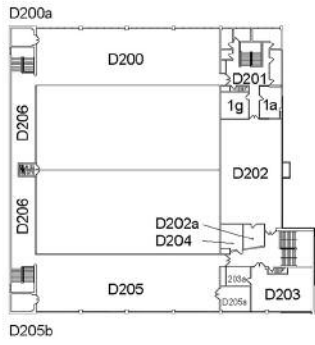
SUSPENSION SEE STUDENT RIGHTS SECTION IV, B.

TRAFFIC SAFETY CODE

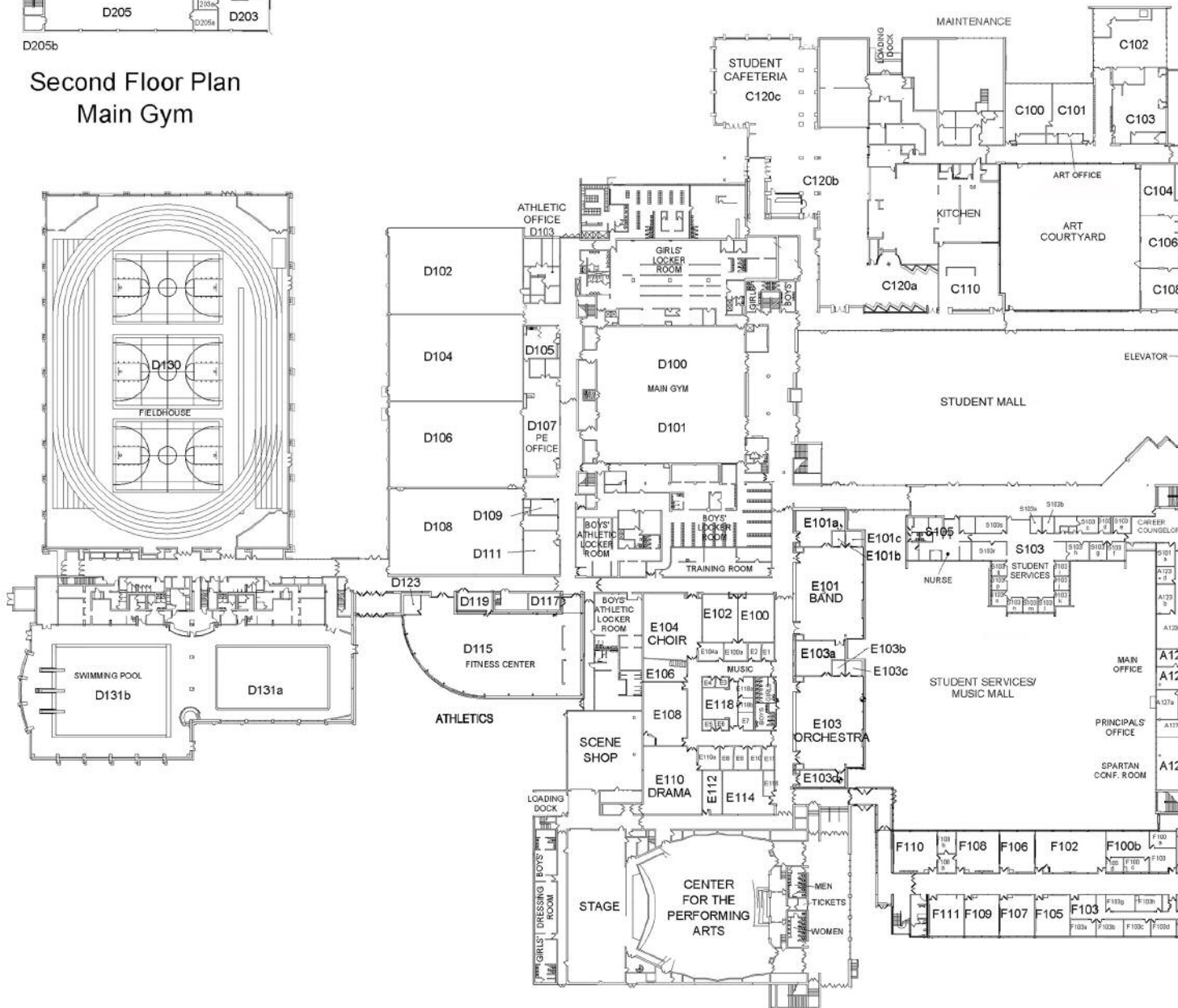
Parking will be restricted to Juniors and Seniors

VEHICLE PARKING REGULATIONS

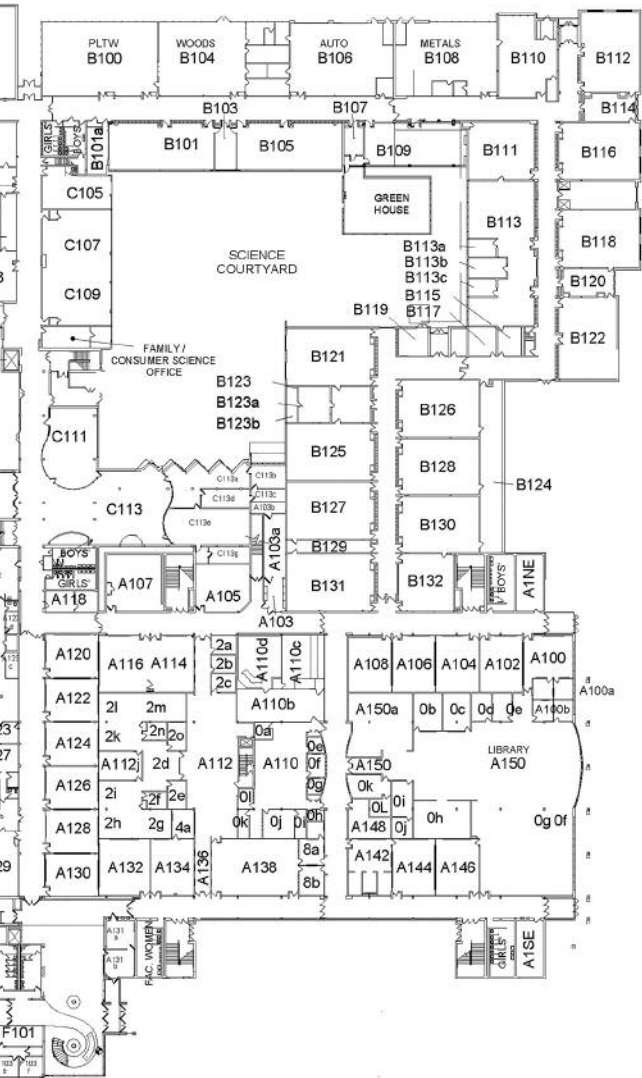
1. All vehicles must have a GBN Parking Sticker or Temporary Permit issued by Dean's Office. A temporary permit will only be issued to students who have previously purchased a current GBN parking sticker. The possession of a parking sticker does not guarantee a parking space. Any vehicle parked without a sticker may be towed at owner expense and without prior notice. The student will be assigned to Restricted Study Hall.
2. No student shall sit around vehicles parked in the lot at any time. No smoking is permitted while vehicle is on school grounds.
3. In order to purchase a parking sticker, students will be required to provide proof of purchase of a current Village of Northbrook vehicle sticker. This requirement pertains only to those vehicles that are required to have a village vehicle sticker displayed inside the car's windshield. Unregistered vehicles may be ticketed by the Northbrook Police Department.
4. All vehicles shall park in legal marked spaces provided. Any vehicle parked in unauthorized zones and/or fire lanes may be ticketed and towed at owner's expense. **Tickets may be issued by the Northbrook Police Department. School officials may tow improperly or illegally parked vehicles.**
5. No vehicle may leave the lot between 8:00 a.m. - 11:20 a.m. except as approved by the Dean's Office.
6. All vehicles leaving lot for early release must not return to lot until after 3:15 p.m. All occupants must have Early Release permits.
7. All vehicles parked on school property are parked at owner's & driver's risk, the school will not be held responsible for vandalism, accidents and/or any damage incurred while parked. This includes any theft to vehicle and/or personal items. Students should report all incidents to the school liaison officer.
8. All vehicles parked on school premises are subject to search when school officials have reason to believe school policy and/or state law have been violated.



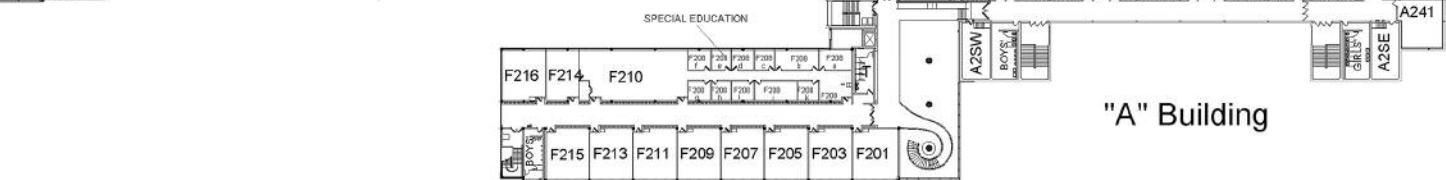
Second Floor Plan
Main Gym



First Floor Plan



Basement Floor Plan



"A" Building

Second Floor Plan

9. There is no overnight parking of any vehicle on school property. All cars must be removed at end of school activities, except as approved by Dean's Office.
10. The charge for original parking sticker is **\$300** each. Only one car from any family may be on school grounds at any given time. Replacement stickers are \$1.00 when returned with old sticker. A sticker shall be applied by the Security Officer to the vehicle and any transfer of the sticker shall render it invalid and the vehicle will be considered parked illegally.
11. Vehicles are subject to all state and local traffic and parking ordinances. Any vehicle traveling on school grounds shall not exceed 10 MPH.
12. Students should read the above regulations and abide by all the motor vehicle regulations as stipulated by GLENBROOK NORTH HIGH SCHOOL and the *Illinois Rules of the Road*. Students should understand that any violation may cause their parking sticker to be voided without refund and/or any other disciplinary action as taken by the Dean's Office.

The student parking lots are located on the north side of the building and the southwest parking lot.

STUDENT PARKING AREAS

1. North of the vocational and science areas, except where marked for delivery or staff.
2. North of the Main Gym, except where marked for delivery or staff.
3. North of the tennis courts.
4. East of the football field.
5. South of the swimming pool.

AREAS NOT OPEN FOR STUDENT PARKING

1. East of the academic building. Reserved for teachers.
2. Lots south of the academic building and the "F" Wing.
3. South of the CPA where marked for staff.
4. Between the tennis courts and service road.
5. Drive east of the Driver Education garages, leading to girl's PE area.
6. Driveways or entrances to any part of the building.
7. North drive, leading to student parking.

A student may be subject to the following interventions referenced in Board Policy 5020. Traffic and Parking Controls, Section B - Enforcement if he or she violates any of the vehicle/parking regulations.

VISITORS

All visitors to Glenbrook North High School should enter the building at the designated visitor's entrance (Door E) on the southeast corner between the A and F wings located just west of Shermer Road. Visitors will be required to sign in and produce a valid drivers license or state issued ID.

STUDENT GUESTS

Any student wishing to bring a guest who is a high school student to Glenbrook North must receive approval from the Dean's Office at least two days in advance of the visit. Student guests from nearby schools must secure written permission from a building official (Dean of Students, Principal) of their school prior to coming to Glenbrook North. All student guests should report to the Office of the Dean upon their arrival in the building. Student guests will not be allowed during the first or last two weeks of a semester, a week prior to or after a Glenbrook North vacation, or during final exams. No student guest will be allowed for lunch only. The sponsoring student will assume all responsibility for the actions of their guest.

STUDENT RIGHTS AND RESPONSIBILITIES

Adopted by Board of Education
Northfield Township High School
District 225

The statement of Student Rights and Responsibilities represents the combined efforts of students, staff, parents and members of the Board of Education who worked together over a period of two years in its development. Much credit must be given to the students whose refreshing ideas and convincing arguments were a source of inspiration to all who participated. Even more important than the final document was the process by which it evolved, each group representing a particular point of view, sharing its ideas and working compatibly toward a common goal.

The Glenbrook statement of Student Rights and Responsibilities has been approved by all of the participating groups and will serve as a guideline for all members of the school family. It is not, however, intended to serve without change for all time. It is a basic document which must be altered and revised as the needs of the time and the changing relationships demand.

Please Note: All board policies are subject to revision. For the most current version of the board policies contained within this document, reference the Glenbrook High School District 225 board policies at: <http://www.glenbrook225.org/Board-of-Education/Policies>.

FOREWORD

The Board of Education of Glenbrook High School District 225 believes that the primary function of its schools must be the preparation of all students for meaningful, rewarding participation in a democratic society. Each student has the right to an education which includes those educational experiences which will enable him to meet his present and future needs and to realize his full individual potential for participation. That right will be respected and protected for each student so long as it does not result in behavior which denies to others the self-same right. This is a basic concept of democracy which must be progressively nurtured in all our students during their high school years as a part of their normal physical, social and emotional maturation.

Throughout this period students will be developing their own personal value system, guided not only by the existing values of our society but also by ideas they think will bring about improvements in our society. To facilitate this development, it is imperative that our schools provide an environment where open discussion, free discourse, spirited debate and individual decision are encouraged. Within the bounds of community acceptance, free inquiry, free expression and free association are essential parts of this environment and must be protected as a matter of individual right. However, the Board of Education will not permit anyone, regardless of moral impetus, sincerity or conviction, to limit this right or to obstruct in any way the educational pursuits of any student.

Every school has the inherent right to require the cooperation of its staff and students in the performance of its educational function and to take appropriate action when the conduct of any of its staff and students impedes, obstructs or threatens the harmony of the institution or the realization of its educational objectives.

The relationship between schools and their students is a unique, educational relationship involving rights and responsibilities, considerations and procedures somewhat distinct from those of political, social or judicial institutions. While schools do not and should not exist in a vacuum detached from the realities of life, the very nature of their activities requires special expectations in terms of student rights, responsibilities and behavior standards. Both substantive standards and procedural processes related to these special expectations must be reasonable, realistic, equitable and just.

In order to provide an equitable and just basis upon which to work toward the accomplishment of educational goals free from the obstruction of disruptive or inhibitive influences, either from within or without the school, the Board of Education has adopted specific policies clarifying the individual rights and responsibilities between the schools and their staffs and students.

SECTION I

PROTECTED STUDENT RIGHTS

The Board of Education of Glenbrook High School District 225 guarantees all students who legally attend the Glenbrook Schools certain protected rights and freedoms, subject only to the general procedures and guidelines herein provided in Section II.

A. SCHOOL ATTENDANCE

Every student will be assured the protected right to attend scheduled classes, to participate in authorized school functions and to utilize school facilities for legitimate purposes.

B. PERSONAL APPEARANCE (Board Policy 8100)

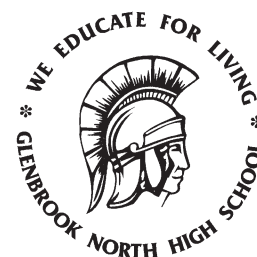
It is the intention of the Board of Education to provide a learning environment which promotes self-respect, balances social responsibility with self-expression, and is free of distracting, disruptive, threatening, or offensive diversions from the educational process. **Clothing worn during the school day must provide reasonable coverage.**

Student's personal appearance must meet the following criteria:

1. It is not in violation of any statute.
2. It does not constitute a threat to the safety or health of self or others.
3. It does not reference alcohol, drugs, tobacco, or violence.
4. It is not offensive by the wording or design, or suggestive of a double meaning.
5. It is not gang related in any form or manner.

C. PARTICIPATION IN THE GOVERNANCE OF THE SCHOOL

The Board of Education and the school administration cannot abdicate their legal responsibility for the direction, control and operation of the schools. However, students, both as school citizens and as consumers of an educational product, do have the right to be involved in certain matters pertaining to their rights and responsibilities. This involvement may take the form of specific recommendations emanating from official school organizations, or it may be exercised by a single student or by a group of students who wish to express school-related concerns to the school administration. For purposes of discussing these concerns, any student or group of students may request a meeting with the building principal. The building principal will take corrective action if an investigation of the concern proves it legitimate and valid. The decision of the principal may be subsequently appealed to the superintendent. Appeals to the Board of Education may be made through the superintendent only in those cases where the appeal deals specifically with Board policy.



D. FREEDOM OF EXPRESSION, PETITION AND DISSEMINATION OF INFORMATION

Every student will be assured of the protected right to freedom of expression, petition and dissemination of information through the use of bulletin boards, through the distribution of written materials and the circulation of petitions and through the use of signs and symbols.

1. Use of Bulletin Boards:

At least one bulletin board shall be provided in each school for use of approved student groups and individual students. Other bulletin boards may be designated for official school announcements only.

- a. Materials placed by students on bulletin boards designated for official school announcements may be removed by the school.
- b. Bulletin boards designated for students may be used for school activities, out-of-school activities or matters of general interest to students.
- c. Prior approval by school officials is not required for the posting of notices or other communications on assigned bulletin boards. All such materials, however, must conform to the General Guidelines herein provided.
- d. Any posted material deemed to violate the General Guidelines herein provided may be removed immediately by the school administration. At the request of interested students or of the sponsoring student organization, the school official responsible for removing the materials will explain the nature of the violation.
- e. All student-posted notices or communications shall be subject to reasonable size limitations and shall be dated and may be removed by the school after seven days to assure full access to bulletin boards for all students.

2. Distribution of Written Material and Circulation of Petitions:

Subject to the procedures and General Guidelines herein provided, students may exercise their protected rights through (i) the distribution of handbills, leaflets and other written materials and (ii) the collection of signatures on petitions concerning either school or non-school matters or issues.

- a. The time for the conduct of any activities under this Section may be restricted by the school administration to certain designated times, such as periods before school begins, after dismissal or during lunch periods, to the extent that such restrictions are deemed necessary to prevent interference with the school program.
- b. The places for the conduct of such activities may be reasonably restricted by the school administration to permit the normal flow of traffic within the school or on school premises.
- c. The manner of conducting such activities may be reasonably restricted by the school administration to prevent undue levels of noise or to prevent the use of coercion or unreasonable interference with any person.
- d. Prior approval by school officials is not required for the distribution of printed materials and the circulation of petitions on school premises within the intent and purpose of this policy. All such materials, however, must conform with the General Guidelines herein provided.
- e. School officials shall not prohibit the distribution of printed material or circulation of petitions unless there is contained therein matter which violates one or more of the General Guidelines. When any such prohibitive decision is rendered, the school official shall specify the manner in which it is deemed that this policy would be violated by the distribution or circulation. Subject to the right of appeal herein provided, the student will abide by the initial decision until the decision is either suspended or an appeal is upheld.

3. Use of Signs and Symbols:

Subject to the General Guidelines herein provided, students may carry or wear placards, buttons, badges or armbands on school premises.

E. LOCKERS

The Board of Education has provided school lockers for the purpose of providing students with convenient receptacles for clothing, books and other articles necessary or convenient for their use during the school day. The ownership of the locker is maintained by the school district, and the student is granted a limited use of the locker solely in accordance with the following policy:

1. The only items that may be placed in the lockers are articles of clothing, school books or supplies relating to school use, lunches and personal items which the student is legally entitled to have in his or her possession.
2. The assignment of a locker to a student and the use thereof by the student is made subject to the right of the school administration to have access to the locker at any time for any of the following reasons:
 - a. for periodic cleaning of lockers;
 - b. when in the opinion of the school administration a clear danger to health or safety exists;
 - c. when the school administration has good reason to believe that a locker contains material that a student would not be legally entitled to have in his or her possession.
 - d. at the end of the school year, any items left in lockers will be discarded.

F. SCHOOL ORGANIZATIONS

No student will be denied the protected right to membership in any school-chartered student organization because of his religion, race, creed, color, economic status, sex or handicap. Critical examination and the balance presentation of differing views on controversial issues are encouraged. It is expected that student organizations will remain free from advocacy of religious, political or ideological partisanship.

G. GUEST SPEAKERS

It is the responsibility of the school to assist students in the critical examination of various issues and topics that are of contemporary importance. Such investigation and evaluation of controversial issues are deemed essential if the school is to achieve its purpose of educating students as thinking and discriminating individuals.

To this end, the school provides opportunities for such examination through the planned academic program, extracurricular clubs and activities, guest speakers and forums. In this process, it is incumbent upon the school and its staff to recommend and facilitate a balanced presentation of not only the positions of the extreme, but those of the moderate point of view as well. It is further expected that all such discussions and presentations will be conducted within the bounds of good judgment and proper decorum and with full consideration of their rights and sensibilities of others. Profanity or obscenity, libel, slander or disruption are not considered legitimate means of implementing the intent of this policy. This policy statement shall apply equally to those guest speakers invited by staff or students to address school groups. All invitations to outside speakers shall be reviewed by the school principal or his designated representative. The principal or his representative may refuse to permit the appearance of persons or organizations whose presence may be reasonably expected to result in violence or disruption or those who are known to engage in efforts to incite others to violence, disruption or other breach of law. In addition, all such presentations must conform to the General Guidelines herein provided.

H. STUDENT RECORDS (Board Procedures 8280)

A. Confidentiality

1. The school student records of all students shall be maintained confidentially in accordance with the requirements of the Illinois School Student Records Act, the Illinois School Code, the Illinois Mental Health and Developmental Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Improvement Act of 2004, the Local Records Act, USA Patriot Act of 2001, and their respective implementing regulations. The following procedures are currently in compliance with the above named state and federal laws. In the event of a conflict between this policy and any statute, rule, or regulation cited herein, the statute, rule, or regulation shall govern.
2. For purposes of these procedures, school student record means any writing or other recorded information concerning a student and by which a student may be individually identified, maintained by a school or at its direction or by an employee of a school regardless of how or where the information is stored.

The following are not school student records and are not subject to disclosure:

- a. Writings or other recorded information maintained by an employee of District 225 or other person whether or not at the direction of the District for his/her exclusive use, provided that all such writings and other recorded information are destroyed not later than the student's graduation or permanent withdrawal from the school, and provided further that no such records or recorded information may be released or disclosed to any person except a staff member designated by the school as a substitute unless they are first incorporated in a school student record and made subject to all of the provisions of federal and State law.
 - b. School student records do not include video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes; and Electronic recordings made on school buses, as defined in Section 14-3 of the Criminal Code of 1961 [720 ILCS 5/14-3].
 - c. Information maintained by law enforcement professionals working in the school.
 - d. Any information, either written or oral, received pursuant to Section 22-20 of the School Code (105 ILCS 5/22-20) and Sections 1-7 and 5-905 of the Juvenile Court Act of 1987 [705 ILCS 405/1-7 and 5-905].
3. The assistant principal for student services shall serve as the Official Records Custodian and will take all reasonable measures to comply with the confidentiality requirements of the Illinois School Code, the Illinois School Student Records Act, the Illinois Mental Health and Developmental Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, the Local Records Act, and their respective implementing regulations.
 4. As Official Records Custodian, the assistant principal for student services shall assume responsibility for the following:
 - a. Separate permanent and temporary records of a student;
 - b. Respond to any request for inspection and review of school student records, including a request for a copy of school student records, within 15 school days;
 - c. Respond to any request for an explanation or interpretation of a school student record;
 - d. Respond to any request to amend or destroy a school student record;
 - e. Respond to any request to disclose or release personally identifiable information and/or school student records;
 - f. Keep a record of parties obtaining access to school student records including the name of the party, the date access took place, and the purpose of the authorized use.
 - g. Maintain, for public inspection, a current listing of the names and positions of the employees who may have access to personally identifiable information;
 - h. Provide upon request from the parent(s)/guardian(s), a list of the types and locations of school student records collected, maintained, or used by the District; and
 - i. Take all reasonable measures to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages of maintenance of school student records;
 5. The Assistant Principal for Student Services may delegate any of these duties to an appropriate staff member. Each school principal or designee shall take all action necessary to assure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality of personally identifiable information.
 6. All rights and privileges accorded to a person under these procedures and the Student Records policy shall become exclusively those of the student upon his or her 18th birthday, graduation from secondary school, marriage, or entry into military services, whichever occurs first. Such rights and privileges may also be exercised by the student at any time with respect to the student's permanent school record.
 7. District 225 will notify the parent(s)/guardian(s) of their rights under federal and State law.
 - a. The school will annually notify the parent(s)/guardian(s) of their rights with respect to school student records, including the following:
 - (1) The types and location of information contained in the permanent and temporary school student records;
 - (2) The right and procedures for inspecting and copying permanent and temporary school student records and the cost of copying such records;
 - (3) The right to control access to and release of school student records and the right to request a copy of information released;
 - (4) The rights and procedures for challenging and/or amending the contents of school student records that may be inaccurate, misleading or improper;
 - (5) The persons, agencies or organizations having access to the school student records without parental consent;
 - (6) The right to copy any school student record or information contained therein which is proposed to be destroyed or deleted and the school's schedule for reviewing and destroying such information;
 - (7) The categories of information the school has designated as "directory information" and the right of the parent(s)/guardian(s) to prohibit the release of such information;
 - (8) That no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under the Illinois School Student Records Act;
 - (9) The right to inspect and challenge the information contained in the student record, other than academic grades and references to expulsions and out-of-school suspensions, prior to transfer of the records to another school district, in the event of a student's transfer to another school district;

- j. The Official Records Custodian shall review the terms of any court order requiring the disclosure of student records issued pursuant to the USA Patriot Act of 2001, P.L. 107-56, and determine whether such order permits or prohibits notice to the parent(s)/guardian(s) as otherwise required in Section C.2.e below, and determine whether such order permits or prohibits the Official Records Custodian from following the record keeping requirements of Section A.4.f. above;
- k. Ensure that student record information is not disclosed pursuant to a subpoena, but only pursuant to a court order signed by a judge;
- l. Review student temporary records at least every four years, or upon a student's change in attendance center, whichever occurs first, to verify entries and to eliminate or correct out-of-date, inaccurate or irrelevant information;
- m. Upon written request from the official records custodian of another school in which the student has enrolled or intends to enroll, and with prior written notice to the parent(s)/guardian(s), transfer a copy of records of students transferring to another school district and retain the original records;
- n. When notified by the Department of Children and Family Services (DCFS), purge DCFS' final finding report from a student's record and return the report to DCFS. If the Official Records Custodian has transferred a copy of the DCFS report to another school as part of a transfer of the student's records, the Official Records Custodian shall forward a copy of the DCFS request to the receiving school district.

- (10) The right to opt out of the disclosure of students' names, addresses and telephone listings to military recruiters and institutions of higher learning;
- (11) Upon a student's graduation, transfer or permanent withdrawal from school, the destruction schedule for the student's permanent or temporary school student records and of their right to request a copy of such records prior to their destruction; and
- (12) The right to file a complaint with the Department of Education regarding alleged failures by the educational agency or institution to comply with Family Educational Rights and Privacy Act and/or its regulations.

- b. Notice will be delivered by the means most likely to reach the parent(s)/guardian(s), including direct mail, parent-teacher conferences, delivery by the student to the parent, or incorporated in a "parent-student" handbook or other informational brochure for student(s) and parent(s)/guardian(s) disseminated by the school.
- c. All notifications shall be given in a manner that is accessible to parents with disabilities. Notifications to parents of students with limited English-speaking ability shall be given in English and in the student's primary language.

B. Inspection and Review of School Student Records

- 1. District 225 shall permit parent(s)/guardian(s) and any other authorized persons the opportunity to inspect, review, and copy all school student records.
- 2. The Official Records Custodian shall respond to and grant any written request to inspect and to copy school student records to a parent(s)/guardian(s) or authorized representative within 10 business days after the date of receipt of such written request by the Assistant Principal for Student Services. The time for response may be extended by the District for up to 5 additional business days for any of the following reasons:
 - a. the requested records are stored in whole or in part at other locations than the office having charge of the requested records;
 - b. the request requires the collection of a substantial number of specified records;
 - c. the request is couched in categorical terms and requires an extensive search for the records responsive to it;
 - d. the requested records have not been located in the course of routine search and additional efforts are being made to locate them;
 - e. the request for records cannot be complied with by the District within the original 10 business day time limit without unduly burdening or interfering with the operations of the District; or
 - f. there is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district or among 2 or more components of a public body or school district having a substantial interest in the determination or in the subject matter of request.

The person making the request and the District may agree in writing to further extend the time for compliance for a period to be determined by the parties.
- 3. The District may charge a reasonable fee for copies of records, however, a fee shall not be charged when the Official Records Custodian determines that a parent(s)/guardian(s) is unable to bear the cost of such copying.

C. Release of Personally Identifiable Information

- 1. District 225 shall obtain written parental consent before permitting personally identifiable information to be released or used except as otherwise authorized by law.
- 2. District 225 may not release, transfer, disclose or otherwise disseminate information maintained in the school student records except as follows and as provided by law:
 - a. To a parent(s)/guardian(s) or student or person specifically designated as a representative by a parent; or
 - b. To an employee or official of the school or State Board of Education with current demonstrable educational or administrative interest in the student, in furtherance of such interest.
 - c. To the official Records Custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois in which the student has enrolled, or intends to enroll, upon the written request of such official or student.

- d. To any person for the purpose of research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified from the information released and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records, and with this policy and procedures.
- e. Pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice upon receipt of such order of the terms of the order, the nature and substance of the information proposed to be released in compliance with such order, and an opportunity to inspect and copy the school student records and to challenge their contents. If the parents of a student are named in the court order, however, the parents shall be deemed to have received the required notice. The District will respond to the parent no earlier than five school days after receiving it to allow the parents the opportunity to review, inspect and challenge the records.
- f. To any person as specifically required by state or federal law.
- g. To juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of the court. For purposes of this Section, a juvenile authority means:
 - (1) A judge of the circuit court and members of the staff of the court designated by the judge;
 - (2) Parties to the proceedings under the Juvenile Court Act of 1987 (705 ILCS 405/), and their attorneys;
 - (3) Probation officers and court-appointed advocates for the juvenile authorized by the judge hearing the case;
 - (4) Any individual, public or private agency having custody of the student pursuant to court order;
 - (5) Any individual, public or private agency providing education, medical or mental health service to the student when the requested information is needed to determine the appropriate service or treatment for the minor;
 - (6) Any potential placement provider when such release is authorized by the court for the limited purpose of determining the appropriateness of the potential placement;
 - (7) Law enforcement officers and prosecutors;
 - (8) Adult and juvenile prisoner review boards;
 - (9) Exclusively authorized military personnel; and
 - (10) Individuals authorized by court.
- h. Subject to regulations of the State Board, in connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
- i. Military recruiters and institutions of higher learning will be granted access to students' names, addresses, and telephone listings, unless an objection is made by the student's parent(s)/ guardian(s) through the District's opt-out procedure.
- j. The District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of the student's parent(s)/guardian(s), pursuant to the USA Patriot Act of 2001.
- k. To any person, with the prior specific-dated written consent of the parent(s)/guardian(s) designating the person to whom the records may be released, provided that at the time any such consent is requested or obtained, the parent(s)/guardian(s) shall be advised in writing that he/she/they has the right to inspect and copy such records, to challenge their contents, and to limit any such consent to designated records or designated portions of the information contained therein, as provided by law and as described herein.
- l. Directory information may be released to anyone as permitted by law unless a parent requests in writing that any or all such information shall not be released on his or her student. Directory information shall be limited to:
 - (1) Identifying information such as student's name, address, gender, grade level, date and place of birth, and parents' names and mailing addresses;

- (2) Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that:
 - a. No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable (see 765 ILCS 1075/30); and
 - b. No image on a school security video recording shall be designated as directory information;
- (3) Academic awards, degrees, and honors;
- (4) Information in relation to school-sponsored activities, organizations and athletics;
- (5) Major field of study; and
- (6) Period of attendance in the school.

No student Social Security Number (SSN) or student identification (ID) or unique student identifier may be designated as directory information.

- m. Receipt of a subpoena shall not be treated as a court order, but shall require the Official Records Custodian to report receipt of the same to the Superintendent and parent or guardian. Student records will not be produced pursuant to a subpoena.
3. Copies of records transmitted to the School District from another school district (the "sending school district") from which the student has transferred may be transferred back to the sending school district without parental or student notice and consent.

D. Transfer of Records

District 225 shall forward, within 10 days of receipt of notice of the student's transfer to any other private or public elementary or secondary school located in this or any other state, a copy of the unofficial record of the student's grades to the school to which the student is transferring. The District at the same time shall forward to the school to which the student is transferring the remainder of the student's school student records and a Certification of Good Standing form. "In good standing" means that the student's medical records are up-to-date and complete and the student is not currently being disciplined by a suspension or expulsion.

1. Prior written notice must be provided to the parent(s)/guardian(s) regarding the nature and substance of the information being released/transferred and shall advise the parent(s)/guardian(s) of their right to inspect, copy and challenge the records being transferred.
2. Biometric information (e.g. fingerprints, handprints, retina patterns, voice waves, etc.) collected pursuant to School District policy, if any, shall not be transferred to another school district in which the student has enrolled and shall be destroyed as provided in Section 10-20.40 of the School Code as applicable.
3. The District shall maintain the transferring student's temporary records for a period of not less than 5 years. The transferring student's temporary records will be destroyed not later than July 1 after the end of the fifth year after the student's transfer. The District shall maintain for 60 years the transferring student's permanent record.
4. Upon transfer, graduation or permanent withdrawal from the District, psychological evaluations, special education files and other information contained in the student temporary records which may be of continued assistance to the student may, after 5 years, be transferred to the custody of the parent(s)/guardian(s). District 225 shall explain to the parent(s)/guardian(s) the future usefulness of these records.

E. Challenges to School Student Records

1. A parent(s)/guardian(s) may challenge the accuracy, relevance, or propriety of any entry in the student's records, and/or any entry in the student's records that the parent(s)/guardian(s) believe is misleading or otherwise violates the student's privacy rights. If the challenge is made at the time the records are to be forwarded to another school to which the student is transferring, the parent(s)/guardian(s) may not challenge academic grades or references to expulsion or out of school suspensions.
2. The request for a hearing must be submitted in writing and contain notice of the specific entry or entries being challenged and the basis of the challenge.

3. The school principal, or principal's designee, upon receiving a written request from a parent(s)/guardian(s), shall hold an informal conference with the parent(s)/guardian(s) within 15 school days from the date of receipt of the request. The school principal, or principal's designee, will amend or delete information he or she determines to be inaccurate, irrelevant or improper. If the school principal, or principal's designee, refuses to amend the information, he or she shall inform the parent(s)/guardian(s) of the refusal and advise the parent(s)/guardian(s) of his/her right to proceed with a hearing.
4. If the dispute is not resolved by the informal conference, formal procedures shall be initiated:
 - a. A hearing officer, who shall not be employed in the attendance center where the student is enrolled, shall be appointed by the District.
 - b. The hearing officer shall conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless the parent(s)/guardian(s) and school officials agree upon an extension of time. The hearing officer shall notify the parent(s)/guardian(s) and the school officials of the time and place of the hearing.
 - c. A verbatim record of the hearing shall be made by a recording or a court reporter.
 - d. At the hearing, each party shall have the right to (1) present evidence and to call witnesses, (2) cross-examine witnesses, (3) counsel, (4) a written statement of any decision and reasons therefore; and (5) appeal an adverse decision of the hearing officer to the Regional Superintendent as provided by law.
5. The written decision of the hearing officer shall, no later than 10 days after the conclusion of the hearing, be transmitted to the parent(s)/guardian(s) and the District. It shall be based solely on the information presented at the hearing and shall be one of the following:
 - a. To retain the challenged contents of the student record;
 - b. To remove the challenged contents of the student record; or
 - c. To change, clarify or add to the challenged contents of the student record.
6. Any party shall have the right to appeal the decision of the local hearing officer to the Regional Superintendent within 20 school days after such decision is transmitted. If the parent(s)/guardian(s) appeals, the parent(s)/guardian(s) shall so inform the school and within 10 school days, the District shall forward a transcript of the hearing, a copy of the record entry in question and any other pertinent materials to the Regional Superintendent/ISC. The District may initiate an appeal by the same procedures. Upon receipt of such documents, the Regional Superintendent shall examine the documents and record to determine whether the District's proposed action in regard to the student's record is in compliance with the Illinois School Student Records Act, make findings and issue a written decision to the parent(s)/guardian(s) and the District within 20 school days of the receipt of the appeal documents. If the subject of the appeal involves the accuracy, relevance, or propriety of any entry in special education records, the Regional Superintendent/ISC should seek advice from special education personnel:
 - a. Who were not authors of the entry; and
 - b. Whose special education skills are relevant to the subject(s) of the entry in question.
7. District 225 shall implement the decision of the Regional Superintendent/ISC.
8. If, as a result of the appeal process, it is determined that the information is inaccurate, irrelevant, or improper, District 225 shall amend the information and inform the parent(s)/guardian(s) in writing.
9. If, as a result of the appeal process, it is determined that the information is not inaccurate, irrelevant, or improper, District 225 shall inform the parent(s)/guardian(s) of his/her right to place in the student's record a statement of reasonable length setting forth his/her position on any disputed information contained in the record.
10. The District shall ensure that a statement placed in an education record as described above:
 - a. Is maintained by District 225 as part of the record of the student as long as the record or contested portion is maintained by the District; and
 - b. Is disclosed by District 225 to any party to whom the records of the student are disclosed.

F. Former Student Requests for Name Change to Records

Requests by former students to change their name on school records will be considered on a case-by-case basis, based on the following:

- a. Changes will be made only to academic transcripts and diplomas;
- b. Changes will not be made if it is not technologically feasible given the District's then existing hardware, software, and database limitations (The District will not purchase or otherwise acquire new hardware or software for the purpose of making a name change to records);
- c. The request must be accompanied by appropriate court order approving the name change;
- d. Any cost for the change, including reprinting of diplomas, must be covered by the requestor;
- e. If requesting a name change to a diploma, approval of the name change will be contingent upon the requestor returning the original diploma to the District.

G. Retention and Destruction of Records

1. District 225 maintains two types of school student records: permanent and temporary.
 - a. The permanent record shall include:
 - (1) Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents;
 - (2) Academic transcript, including grades, graduation date, grade level achieved, and the unique student identifier assigned and used by the Student Information System established pursuant to Section 1.75 of rules governing Public Schools Evaluation, Recognition and Supervision (see 23 Ill. Adm. Code 1.75);
 - (3) Attendance record;
 - (4) Health record;
 - (5) Scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64(a));
 - (6) Record of release of permanent record information in accordance with Section 6(c) of the Illinois School Student Records Act [105 ILCS 10/6(c)]; andIf not maintained in the temporary record, may also consist of:
 - (7) Honors and awards received; and
 - (8) Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.
 - b. No other information shall be placed in the permanent record. The permanent record shall be maintained for at least 60 years after the student has graduated, withdrawn, or transferred.
 - c. The temporary record may include:
 - (1) Family background information;
 - (2) Intelligence test scores, group and individual and aptitude test scores;
 - (3) Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews;
 - (4) Elementary and secondary achievement level test results;
 - (5) Participation in extracurricular activities including any offices held in school-sponsored clubs or organizations;
 - (6) Honors and awards received;
 - (7) Teacher anecdotal records;
 - (8) Disciplinary information, specifically including information regarding an expulsion, suspension, or other punishment for misconduct involving drugs, weapons, or bodily harm to another;
 - (9) Special education records;
 - (10) Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student;

- (11) A record of release of temporary record information in accordance with Section 6(c) of the Illinois School Student Records Act [105 ILCS 10/6(c)];
 - (12) Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act [325 ILCS 5/8.6], as required by Section 2(f) of the Illinois School Student Records Act [105 ILCS 10/2(f)];
 - (13) The completed home language survey form (see 23 Ill. Adm. Code 228.15);
 - (14) Health-related information;
 - (15) Accident Reports;
 - (16) Other disciplinary information; and
 - (17) Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 USC 701 et seq.).
- d. District 225 will maintain the student's temporary record for at least 5 years after the child transfers, graduates, or permanently withdraws.
2. District 225's destruction of school student records shall be pursuant to prior notice to the parent(s)/guardian(s) and in accordance with federal and State law, including the Local Records Act.

Rights Conditioned on Securing Information from Temporary Records

Any inquiries concerning these procedures should be addressed to:

**School Records Custodian
Glenbrook North High School
2300 Shermer Road
Northbrook, Illinois 60062**

I. PREGNANT STUDENTS

Students are allowed to attend regular classroom instruction until they are unable to attend school because of pregnancy. Homebound instruction, correspondence courses or other courses of instruction will be provided to pregnant students consistent with Board Policy: Home/Hospital Instruction (7160) and the provisions set forth in the School Code.

J. PERSONAL PROPERTY

The school district does not cover, in any way, personal items brought on school grounds.

K. STUDENT IMAGES

The school reserves the right to use images, photographs, or likenesses of students, while engaged in school activities, in electronic, video, or printed form. The school also reserves the right to allow members of the press and media into the school to cover non-public events, accomplishments, and news stories; and to use images, photographs, or likenesses of students, while engaged in school activities, in electronic, video, or printed form.

Unless parent or guardian requests in writing to the Assistant Principal Student Services that identifiable images of his or her child not be used, the school has the right to participate in publicity actions as stated above.

L. BUSES

Students are expected to behave while riding the school bus and at bus stops. The bus driver is in legal charge of student's actions and will enforce all observed school rules. Student misbehavior which may distract the bus driver is considered a major offense. Students and parents are urged to report to the Dean's Office any actions by a student and/or driver which violate safety considerations. Rules are in effect on all school-sponsored trips. Damage to the bus, any property of the bus company, or any other violations involving misbehavior will result in the loss of ridership privileges and the forfeiture of any fee.

M. RECIPROCAL REPORTING AGREEMENT

District 225 maintains reciprocal reporting agreements with the villages of Glenview and Northbrook. Students and parents are to recognize that information regarding student behavior will be shared between the high schools and the village police departments and may be used in student discipline matters.

DIRECTORY INFORMATION AND THE MILITARY

In accordance with the U.S. Patriot Act of 2002, the Board of Education has authorized the school to release student directory information upon request to branches of the United States Armed Forces. Release of this information may be denied by the parent by submitting a request in writing to the Assistant Principal for Student Services.

N. PUBLIC NOTICE - Discrimination, Disability, Equal Access

The Board of Education of Glenbrook High School District 225 will comply with all federal and state statutes, laws, rules, and regulations which prohibit discrimination in the employment of personnel or in the provision of programs, services, activities or benefits on the basis of race, color, religion, national origin, ancestry, age, sex, marital status mental or physical disability, unfavorable discharge from military service or any other unlawful basis. It is the further policy of the Board of Education that both sexes shall be provided equal access to educational and extracurricular programs and activities, and that students with disabilities who are residents of the School District will be provided a free appropriate public education regardless of the nature or severity of the student's disability.

Comments or questions about the Board's policy of nondiscrimination should be directed to Mr. Brad Swanson, Assistant Superintendent for Human Resources at 3801 West Lake Avenue, Glenview, Illinois 60026, Phone 847-486-4704.

Comments, questions or concerns relative to these policies at Glenbrook North should be directed to Ms. Kris Frandson, Associate Principal, 2300 Shermer Road, Northbrook, IL 60062, Phone 847-509-2404.

SECTION II

GENERAL GUIDELINES REGARDING STUDENT RIGHTS

In order to ensure the orderly and efficient operation of the schools, all protected activities shall be subject to the following General Guidelines:

- A. No activity which materially or substantially interferes with appropriate student discipline on or off school premises shall be deemed protected activity.
- B. No activity which materially disrupts or may disrupt normal operation of the school or provokes any substantial disorder shall be deemed protected activity.
- C. No activity which invades the lawful rights of other persons shall be deemed protected activity.
- D. No activity shall be deemed protected activity which involves the use of (i) obscenities, or (ii) any lewd or prurient themes where, given the particular context, content and manner of communication, such use or expression may reasonably be expected to be substantially harmful to the normal development of younger, more impressionable and less mature students in the school.
- E. No activity involving the use of false statements or innuendos which may subject any person to hatred, ridicule or contempt, or which may injure the reputation of any person, shall be deemed protected activity.
- F. No activity involving the use of statements grossly offensive to the reasonable sensibilities of school personnel, or unfairly or unduly injurious to their professional reputation, shall be deemed protected activity. Nothing herein, shall be deemed to prohibit legitimate criticism for the purpose of redressing grievances actually deemed to exist.
- G. No activity involving statements grossly offensive to the reasonable sensibilities of any racial, religious or ethnic group, or any members thereof, shall be deemed protected activity.
- H. No activity involving the use of printed materials to advocate that any religious denomination, sect or point of view is preferable to any other religious denomination, sect or point of view shall be deemed protected activity.

- I. No activity involving the advocacy of the use of any substance or materials which may reasonably be believed to constitute a direct and substantial danger to the health of students, or providing any information as to the availability of such substances or materials, shall be deemed protected activity.
- J. No activity involving advocacy of the violation of existing statutes, ordinances or other established laws or official school policies, rules or regulations shall be deemed protected activity. Nothing herein, however, shall prohibit criticism of any law or policy, including suggestions for its change or elimination.
- K. No activity involving the distribution of written materials which has as its primary purpose advertising commercial products or services for sale by profit-making organizations shall be deemed protected activity.
- L. No materials may be sold, circulated or distributed in exchange for any payment whether in the form of a price or voluntary contribution; nor shall any student receive payment for his services in the distribution or circulation of any material; nor shall any student solicit funds for any reason. No solicitation or distribution in violation of this paragraph shall be protected activity. Nothing herein, however, shall apply to those activities approved by the principal or his representative or school chartered organizations as being in accordance with the purposes of those organizations.
- M. No printed material published in connection with a protected activity shall be prepared by use of school equipment or property without specific prior approval by appropriate school personnel.
- N. All copies of any written materials, whether posted on bulletin boards or circulated and distributed on school premises, shall bear the names of approved student organizations or of other sponsoring student groups or students. In the case of a student group, the names of at least two students principally involved in the posting, circulation or distribution shall be included.
- O. Any activity not school-sponsored, but which bears reasonable nexus with the school, is subject to disciplinary consequences.

SECTION III

VIOLATION OF GUIDELINES

Any violation by any student of the procedures or General Guidelines, or any administrative rules, decisions or action adopted or taken in pursuance of this policy, will subject the student to disciplinary action, including suspension or expulsion in accordance with such procedures as may be provided by law and rules and regulations adopted by, or pursuant to, the authority of this Board of Education: provided, that except in cases involving gross and

intentional violations, the first violation of this policy by any student shall be followed by a warning, oral or written, to cease and desist such alleged violation, which warning shall explain in what way the action violated this policy. A copy of any written warning shall be immediately transmitted to such student's parents. Any further violation of this policy by such student may be deemed gross disobedience subject to the discipline procedures hereinabove provided.

SECTION IV

RELATIONSHIP BETWEEN THE SCHOOL AND ITS STUDENTS AND STAFF

STUDENT BEHAVIOR, CONTROL, AND ACCOUNTING

The Board of Education subscribes to the theory that a democratic society can function successfully only when there is an intelligent citizenry, when individual freedoms are accepted as relative rights, and when there is a willingness to compromise issues in a non-violent manner. It further believes that our Glenbrook Schools, as educational institutions created by a democratic state, have an obligation to provide living experiences in these basic theories of democracy. Emphasis upon individual student responsibility for both learning and behavior is essential, but it is also essential that rules and regulations imperative in governing the relationship between the school and its members, be communicated in clear, concise policies. Therefore, the Board of Education approved the policies relative to Student Behavior, Control, and Accounting, hereinafter provided.

A. The school administration is authorized to suspend and/or recommend expulsion in cases of gross disobedience or misconduct that occurs on or off campus, including such conduct that occurs on school buses, at bus stops, and while students are traveling to or from school or school bus stops; at school sponsored events and activities connected with the school program; any event having a nexus with the school; and at any other time such action is necessary for the safety and supervision of students. Misconduct includes, but is not limited to the following:

1. Violation of public law, such as theft, arson, assault and battery, destruction of property, gambling and hazing.
2. Possession of dangerous weapons, including firearms, ammunition, knives, blackjacks, chains, chemicals, chemical sprays, explosives and other dangerous objects or offensive substances.
3. Threats of harm to persons or property, or speech or action clearly inciting to immediate physical violence including aggressive behavior/ bullying.
4. Willful refusal to present the school identification card or other proper identification upon a reasonable request by a member of the administration and/or other staff members working within their areas of responsibility.
5. Failure to comply with reasonable directions or request of members of the staff in the performance of their duties while on school premises or at school affairs off school premises.
6. Sales, distribution, possession, or under the influence of, any illegal substance while on school premises or at any school-sponsored event. The term "illegal substance" as used herein is defined to include all alcoholic liquor (235 ILCS 5/1-3.05); all controlled substances under the Controlled Substances Act (720 ILCS 570/100) except when prescribed for the student by a licensed prescriber; cannabis under the Cannabis Control Act (as defined in 720 ILCS 550/3(a), Illinois Revised Statutes); any "look-alike" substance (as defined in 720 ILCS 570/102); drug paraphernalia as defined in board policy and any anabolic steroid (as described in 720 ILCS 570/102). A student shall be considered under the influence of an illegal substance whenever the student's conduct gives evidence of consumption of an illegal substance on or prior to arrival on school premises or any school sponsored event.
7. Forgery, alteration, as well as use, receipt or possession of school documents without proper authority.
8. Engagement in academic dishonesty such as intentional plagiarism, giving or receiving help during an achievement examination, obtaining copies of tests or scoring devices prior to an examination, or impersonating another student to assist him academically.
9. Knowingly making a false fire alarm or any other false and disruptive rumor or report.
10. Smoking or tobacco use while on school premises.
11. Not adjusting to the demands of school life as evidenced by continuing misconduct.

B. The school administration is authorized to take necessary action to prevent activities which in its judgment cause a disruption in the learning environment or interfere with the protected rights, safety, health or reputation of any school member. Procedures for carrying out this action are described below:

1. Means for establishing communications among students, staff and administration will be clearly defined and operating. All students at all times are to use these established channels of communication in order to obtain answers to questions or to seek action which aims to improve the institution and all of its members. Such channels shall be subject to revision if it is the consensus of all members of the institution that they fail to achieve the goals for which they were established.
2. Rules and regulations designed to protect the rights of all students to a quality education within an environment conducive to learning will be established and enforced.
3. Any individual student who engages in any disruption of the learning environment will be ordered by any staff member to cease the disruption and be subjected to disciplinary action including that of losing rights to the education provided by the school.
4. All members of any group of students engaged in any activity such as picketing, boycotting, unauthorized meetings during school hours or unauthorized use of school facilities will cease such action upon the immediate order of any staff member and be subject to suspension and expulsion from school.
5. All members of any groups of students engaged in any activity of a violent nature such as rioting, fighting or vandalism which involves the school and/or its facilities will cease such action upon immediate order of any staff member and be subject to suspension or expulsion from school.
6. If any individual acting alone or as a member of a group fails to cease a disruptive activity on or off campus immediately upon the request of a staff member, the local law enforcement agency will be called upon to end the disruption and the particular individual or individuals will be dealt with as legal offenders.
7. During such time that any disruption might occur, all students not at the scene of the disruption will be ordered to remain in the area in which they are located at the time of the disruption, until the activity has ceased. Failure to abide by this order will subject any student to the same disciplinary action as that of the students involved in the activity.

C. The school administration is authorized to prescribe procedures for general accounting and control.



ADDENDA

GENERAL POLICIES REGARDING STUDENT BEHAVIOR

The following District 225 Board policies are included in whole or in part to reflect the needs of students and parents. Actual Board policies may be downloaded in PDF format from the district website at www.glenbrook225.org or may be obtained from the school upon request.

A. STUDENT BEHAVIOR, MISCONDUCT, RIGHTS AND RESPONSIBILITIES (Board Policy 8400)

Section A - Introduction

These policies have been developed by the Board to provide a safe and positive educational environment for all students and staff in order to foster academic success, social responsibility and healthy social development. The board recognizes the important role of parents in the management of student behavior. Therefore, these policies and procedures provide opportunities and notifications to involve parents in the discipline process.

Section B - Jurisdiction as to Students' Rights and Responsibilities and Code of Conduct

District discipline policies will apply:

1. In any physical area attendant to school or District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, school-sponsored travel at other venues; and
2. On means of school-supplied or sanctioned transportation to or from any of the above; and
3. With respect to activities or events at other locations, if the administration determines that the incident bears a nexus (i.e. impact or connection) to the school, safety at school, or is disruptive to the educational environment.

Section C - Additional Jurisdiction as to Code of Conduct

In addition to the above jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of these policies whenever the conduct or event occurs. Students who participate in extracurricular activities such as inter-scholastic athletic, drama, fine arts and other competitions or who participate in clubs and activities are representatives of our schools, and as such are expected to conform their behavior to these policies as a condition to continued enjoyment of these privileges.

Section D - Student Behavior

The Board expects all students to behave in a way that enhances academic growth and social maturity. This includes academic honesty, civility, respect for others, tolerance, inclusiveness, responsible citizenship, and fair play.

Section E - Misconduct

Behaviors that are wholly untenable, in that they cause harm or threaten to cause harm to the safety of others, or harm or offer the threat of harm to property or persons attending school or district-sponsored events, and/or interfere with or disrupt the educational process and educational environment, are subject to disciplinary action. Such unpermitted behavior includes, but is not limited to:

1. Theft and destruction of property, hazing, gambling, dishonesty, theft, harassment, bullying, and infliction or threats of harm to persons or property, failure to comply with reasonable directions, actions which provoke any substantial disruption of normal school operation, patterns of behavior that fail to conform to minimal school expectations; and
2. Gang related activity or behavior, which shall include, but shall not be limited to, the wearing or displaying of gang apparel or colors, the communication of gang signs or signals, engaging in actions or conduct indicating membership or participation in, or endorsement of, a gang, or engaging in any actions or conduct defined as gang-related activity or conduct in any applicable federal, state or local statute, ordinance, rule or regulation; and

3. Such other conduct as in Policy 7220: Purpose and Use of Technology and Network Resources; Policy 8420: Student Attendance; Policy 8430: Student Smoking and Tobacco Policy 8440: Academic Dishonesty; Policy 8450: Weapons Possession; Policy 8460: Illegal Substances and Paraphernalia; Policy 8470: Harassment - Students; and Policy 8480: Hazing, Bullying, or Aggressive Behavior.

Section F - Implementation and Notification as to Rights and Responsibilities/Code of Conduct

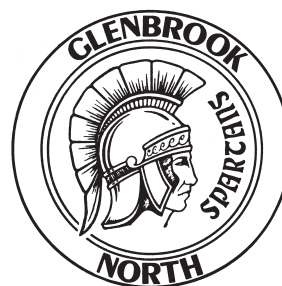
1. The Board directs the superintendent to establish Student Rights and Responsibilities for inclusion in the Student/Parent Handbook which will inform parents and students of expected student behavior and prohibited misconduct and will define the rights and responsibilities of the student.
2. The Board offers a wide variety of extracurricular and athletic opportunities for students and recognizes that participation in these activities is a privilege and not a part of the right to education. The Board directs the superintendent to establish a Code of Conduct for student participants in athletics and student activities for inclusion in the Student/ Parent Handbook with progressive loss of these privileges for violations.
3. The Board directs the superintendent and staff to develop, publish, and implement procedures for disciplinary actions to achieve the aims of this policy, and for appropriate parental notification.
4. In cases when student misconduct and related consequences are not specifically addressed in Board policies or procedures, the administration is authorized to take such action as it deems appropriate, provided that all such action shall be consistent with the School Code and these policies.
5. The Student Rights and Responsibilities, Code of Conduct, and procedures, as described in the Student Handbook, will be reviewed and adopted by the Board annually.
6. The Board acknowledges the importance of parental cooperation in the implementation of these policies and has provided for procedures which, when supported by parents, can minimize the adverse educational impact from prescribed discipline.

B. DISCIPLINARY ACTION RELATIVE TO STUDENT MISCONDUCT (Board Policy 8410)

Section A - Introduction

The administration is authorized to suspend, and/or refer or recommend to the Board for consideration of disciplinary action, including, but not limited to, expulsion of a student for violation of any of the following policies:

- Policy 7220: Purpose and Use of Technology and Network Resources
- Policy 8400: Student Behavior, Misconduct, Rights and Responsibilities
- Policy 8420: Student Attendance
- Policy 8430: Student Smoking and Tobacco
- Policy 8440: Academic Dishonesty
- Policy 8450: Weapons Possession
- Policy 8460: Illegal Substances and Paraphernalia
- Policy 8470: Harassment - Students
- Policy 8480: Hazing, Bullying, or Aggressive Behavior.



Section B - Disciplinary Action Relative to Student Misconduct

1. Students whose misconduct is determined to violate Board policy may be subject to a range of consequences as stated in this policy and in the policies related to student conduct.
2. The Board of Education directs the Superintendent or designee to develop procedures for administering the cases of student misconduct. These procedures will include:
 - a. Intervention Programs – The Board of Education directs and authorizes the Superintendent or designee to develop intervention programs aimed at assisting students who manifest an inability to adjust to the demands of school life as evidenced by violations of any of the above policies. Such intervention programs may include, but are not limited to: modifying the educational placement of the student, (consistent with the requirements of Federal and State laws relative to students with disabilities, where applicable) recommending community support services, and providing in-school support services.
 - b. Major Disciplinary Review Committee (MDRC) – Each school shall establish a Major Disciplinary Review Committee. The MDRC shall be chaired by the Assistant Principal for Student Services and shall be comprised a Dean of Students, a social worker and/or counselor who is not the assigned counselor to the student facing discipline, a school psychologist, the Director of Special Education, and other staff members as assigned on a case by case basis by the principal. However, any employee or administrator who investigates an infraction shall not be a member of that school's MDRC for purposes of review of such alleged infraction. The purpose of the MDRC will be to review each case to: (1) determine if a violation of policy has occurred; (2) assure due process procedures have been followed; (3) assemble documentation relevant to the student and the alleged violation to be used in consideration of the matter; and (4) recommend appropriate action. The MDRC review shall be forwarded to the school Principal and referred to the Superintendent, who may make a referral to the Board of Education for review and possible expulsion.
 - c. Alternative Discipline Plan (ADP) – The Board of Education directs and authorizes the Superintendent to cause to be developed an ADP for violations of Section D.2. (second offense) of Policy 8460: Illegal Substances and Paraphernalia.
 - d. Suspension – Suspension is the removal from school for a period not to exceed 10 school days. Due to gross disobedience or misconduct, the Board authorizes the administration to suspend students from school for a period not to exceed 10 school days. Students may also be assigned to an in-school suspension or a Saturday detention at the discretion of the administration. A student who is subject to suspension or expulsion may be eligible for transfer to an alternative school program by the Superintendent or Board of Education as permitted by State law.
 - e. Expulsion – Expulsion is the removal from school for a period longer than 10 school days. Acts of gross disobedience, egregious conduct, or gross misconduct or repeated violations as enumerated in the policies listed above may result in a referral to the Board of Education for consideration of expulsion. Only the Board can expel a student from school. A student who is subject to suspension or expulsion may be eligible for transfer to an alternative school program by the Superintendent or Board of Education as permitted by State Law.
 - f. Review Procedures – The Board authorizes the Administration to develop informal and formal review procedures for students who are suspended, and/or may be considered for expulsion from school.
 - g. Hearing Procedures – Students referred to the Board of Education for review of a student's suspension, or for possible expulsion, will be entitled to a hearing before the Board, or a hearing officer designated by the Board. Unless otherwise directed by the Board, the Superintendent is authorized to engage a hearing officer for the purpose of hearing evidence and providing a written summary of the evidence to the Board for its consideration and final action.
 - h. Waiver of Discipline Hearing – The Board authorizes the Superintendent to develop a waiver procedure as an option to students and parent(s)/guardian(s) in lieu of a hearing when a major disciplinary infraction may result in a consideration of expulsion and a hearing before the Board of Education or a hearing officer as authorized by Board policies.

- i. No disciplinary action shall be taken against any student where the student's conduct is based totally or in part on the refusal of the student or the student's parent(s)/guardian(s) to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Section C - Education of the School Community

Information about the District's discipline policies shall be included in the Student/Parent Handbook and the faculty shall review the discipline policies with students within fifteen (15) days after the beginning of each school year or when a student transfers into the District. A summary document will be developed for distribution to students and parent(s)/guardian(s) and for publication to the school community.

Section D - Staff Training and Education

The District, at least once per academic year, shall conduct appropriate training sessions for all administrators, faculty, and staff responsible for implementing disciplinary procedures.

Section E - Board Decision Not Precedential

The Board's decision in any case involving this policy shall be made on a case-by-case basis and shall not be deemed precedential in effect.

DISCIPLINARY ACTION RELATIVE TO STUDENT MISCONDUCT (Board Procedures 8410)

Section A - Introduction

It is the intention of the School Board of District 225 to discourage and deter student disobedience, misconduct, gross misconduct, egregious misconduct, and gross disobedience as such behavior detracts from the safe and harmonious climate conducive to learning. The Board of Education authorizes the Superintendent, as its designee, to administer the following procedures for disciplinary action in cases of gross misconduct, egregious misconduct, or gross disobedience by students. The Superintendent shall have the right to appoint designees to act on the Superintendent's behalf, including but not limited to school principals.

Section B - Suspension

The school Principal or designee is authorized by the Board of Education of District 225 to suspend students guilty of disobedience, misconduct, gross misconduct, egregious misconduct, and gross disobedience, as gross disobedience, gross misconduct, and egregious misconduct are described in these policies for a period not to exceed ten school days.

1. Notice and Informal Hearing

In all cases involving a possible suspension, the Principal or designee shall follow the procedures below:

- a. Investigate the allegations before commencing with the suspension procedures.
- b. Provide the student with an informal hearing by:
 - i. Notifying the student orally, if the student is present, or in writing, of the allegations against the student and explaining the evidence substantiating the allegations and specifically stating the section or policies violated.
 - ii. Providing the student with an opportunity to respond to the allegations.
- c. Suspend the student if sufficient evidence of the violation has been found.
- d. The notice and informal hearing shall precede the student's removal from school. However, when, in the opinion of the Principal or designee, the student's presence would endanger persons or property or threatens to disrupt the academic process, removal of the student may precede the notice and informal hearing.

2. Suspension Procedures and Documentation

In all cases of suspension and following the informal hearing, the Principal or designee shall:

- a. Notify the student of the nature and the section(s) of the district's policy(ies) allegedly violated by the student's actions and inform the student that the student is suspended for a specific period of time.
- b. Notify the parent(s)/guardian(s) of the suspension and provide a written statement of the reasons for the suspension, the policy section(s) violated, and the options available to the parent(s)/guardian(s) in discussing the suspension, including their right to a formal review. The suspension decision shall also include a rationale as to the specific duration of the suspension. Notification is to be by telephone and in written form either by first class mail or electronically.

- i. Out-of-school suspensions of 3 days or less may be used only if the student's continuing presence in the school would pose a threat to school safety or a disruption to other students' learning opportunities. "Threat" to school safety or a disruption to other students' learning opportunities shall be determined on a case-by-case basis by the school board or its designee. School administrators shall make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of suspensions to the greatest extent practicable.
 - ii. Out-of-school suspensions of longer than 3 days, expulsions and disciplinary removals to alternative schools may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede or interfere with the operation of the school. "Threat to the safety of other students, staff, or members of the school community" and "substantially disrupt, impede, or interfere with the operation of the school" shall be determined on a case-by-case basis by the school administration. The determination of whether "appropriate and available behavioral and disciplinary interventions have been exhausted" shall be made by the school administration. School administrators shall make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of student exclusions to the greatest extent practicable. It shall be documented whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
 - iii. Students who are suspended out-of-school for longer than 4 days shall be provided appropriate and available support services during the period of their suspension. "Appropriate and available support services" shall be determined by the school administration. It will be documented whether such services are to be provided or whether it was determined that there are no such appropriate and available services.
 - iv. The school district may refer students who are expelled to appropriate and available support services.
- c. Notify the parent(s)/guardian(s) orally and in writing that, if they wish to have an informal review to discuss the suspension, they must request said informal review from the building Principal in writing within three (3) school days after the date of suspension.
3. Informal Suspension Review
- a. If the student or parent(s)/guardian(s) requests an informal review, the Principal or designee shall meet with the student and parent(s)/guardian(s) to review the suspension.
 - b. The Principal, or designee shall notify the student and parent(s)/guardian(s) by telephone or in writing within two (2) school days after the informal review meeting as to whether there will be any change in the suspension as a result of the informal review.
 - c. If the suspension is reversed or commuted upon the informal review, the student shall immediately be reinstated and the Principal or designee shall notify the student's teachers that the student is entitled to make up all work missed during the period of suspension-related absence without penalty to the student.
 - d. The Principal or designee shall notify the parent(s)/guardian(s) orally or in writing if the school requires an informal discussion with the parent(s)/guardian(s) prior to the reinstatement of the suspended student.
4. Formal Suspension Review
- a. If the parent(s)/guardian(s) wish to appeal the suspension to the Superintendent and Board of Education, the parent(s)/guardian(s) must file a written request for an appeal of the informal review within five (5) school days after the Principal or designee first provides in writing the results of the informal review to the parent(s)/guardian(s). In the event the parent(s)/guardian(s) does not prevail at the informal review, the parent may request a formal suspension review by the Board of Education to the Principal no later than fifteen (15) days after the date of the informal review decision. Alternatively, if the parent(s)/guardian(s) do not request an appeal of the informal suspension review, but elect to proceed directly to a formal suspension review by the Board of Education, a written request must be made to the Principal no later than fifteen (15) days after the date of the suspension notice. The failure to file any appeal within such deadlines shall be deemed a waiver of the right to all further appeals. In the event of an appeal, the Principal or designee shall forward the parent(s)/guardian(s)' request to the Superintendent, together with all supporting documents.
 - b. The Superintendent shall analyze the school principal or designee's actions and recommendations and if the Superintendent does not uphold that suspension, the Superintendent shall direct the Principal to immediately reinstate the suspended student and to notify the student's teachers that the student is entitled to make up all work missed during the period of suspension-related absence without penalty to the student.
 - c. If the Superintendent concurs with the principal or designee's actions, the Superintendent shall forward the request for a suspension review to the Board of Education and advise the parent(s)/guardian(s) in writing of the time, place, and nature of the suspension review and indicate to the parent(s)/guardian(s) that written evidence may be presented, and witnesses with personal knowledge of the incident leading to the suspension may be present to provide testimony before the Board of Education or a hearing officer appointed pursuant to Board policy. If the Superintendent forwards the request for a suspension review to the Board, the Board or its appointed hearing officer shall hear the evidence within thirty (30) school days after the request for a suspension review was received and the Board shall make a decision based upon its evaluation of the evidence.
 - d. The Superintendent shall advise the parent(s)/guardian(s) and the Principal in writing of the decision of the Board of Education and, if the Board upholds the suspension, no further action shall be required. However, if the Board does not uphold the suspension, the Superintendent shall notify the Principal of the Board's determination and the Principal shall take the action consistent with the Board's determination.
5. Procedures for Saturday Detention Sessions
- a. The Dean of Students shall schedule a Saturday detention session whenever there are at least five students scheduled to attend the session.
 - b. The Dean of Students may schedule a session for the last Saturday of the month, regardless of the number of student participants, provided that no other session has been held during the month.
 - c. Saturday detention sessions shall be conducted in a manner similar to sessions of in-school suspensions; student participants are expected to bring their school materials and to perform school work during the detention session.
 - d. Saturday detention sessions shall operate from 8:00 a.m. to 2:00 p.m.
 - e. Students participating in the Saturday detention program shall provide their own lunch and their own transportation.
 - f. Failure to attend a Saturday detention session may result in an in-school suspension assignment, which shall begin their assigned suspension on the school day following the missed Saturday detention session or as otherwise determined by the Dean of Students.
 - g. Reasonable and prudent exceptions to the above Saturday Detention procedures may be made by the principal or designee of the building upon good cause shown.
- C. STUDENT SMOKING AND TOBACCO (Board Policy 8430)**
- Section A - Jurisdiction**
- The use, possession, or distribution of Tobacco or an alternative nicotine product, is prohibited when it occurs:
1. In any physical area in, or attendant to school or District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, school-sponsored travel to other venues; and
 2. On school-supplied or sanctioned transportation to or from any of the above; and
 3. During activities or events at other locations, if the administration determines that the incident either bears a nexus (i.e. impact or connection) to the school, safety at school, or is disruptive to the educational environment.

In addition to the above jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of these policies whenever the conduct or event occurs. Students who participate in extracurricular activities such as inter-scholastic athletic, drama, fine arts and other events or competitions or who participate in clubs and activities are representatives of the District's schools, and as such are expected to conform their behavior to these policies as a condition to continued enjoyment of these privileges.

Section B - Definitions

1. "Tobacco," and/or "tobacco product" as used in this Policy, shall mean cigarettes, tobacco products, cigars, pipes, and tobacco in any other form, whether or not lit or smoked, including smokeless tobacco which is loose, cut, shredded, ground, powdered, compressed, and leaf tobacco that is intended to be placed in the mouth without being smoked.
2. "Alternative nicotine product" as used in this policy shall mean a product or device not consisting of or containing tobacco that provides for the ingestion into the body of nicotine, whether by chewing, smoking, absorbing, dissolving, inhaling, snorting, sniffing, or by any other means. "Alternative nicotine product" excludes cigarettes, smokeless tobacco, or other tobacco products and any product approved by the United States Food and Drug Administration as a non-tobacco product for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for that approved purpose.

Section C - Violations

A student shall be considered in violation of this policy, hereafter referred to as the "Smoking Policy," when the student is observed:

1. Holding a lit or unlit cigarette, tobacco product, or alternative tobacco product or any cartridge or component of an alternative tobacco product;
2. Throwing away a cigarette; or
3. Exhaling smoke or vapor from the mouth or nose; or,
4. Placing any tobacco or alternate tobacco products in the mouth or nose; or
5. Occupying or exiting a bathroom cubicle, vehicle, space or area from which smoke or vapor is emanating.
6. Possessing a tobacco product, an alternative tobacco product or any cartridge or component of an alternative tobacco product.

Section D - Procedures

The dean of students will review incidents of violations of the Student Smoking and Tobacco Policy. If the charges are found to be valid, the dean of students shall follow the procedures below:

1. First Offense and Second Offense
 1. Assign the student a one-day Learning Adjustment Center (LAC) placement, or as an alternative to the LAC, the student may elect to attend a six-hour Saturday Detention; and
 2. Counsel the student concerning the harmful effects of smoking and/or tobacco use and inform the student of the provisions of the Student Smoking and Tobacco Policy; and
 3. Telephone the student's parent(s)/guardian(s) and inform them of the infraction, the penalty, and of the potential penalties for future infractions; and
 4. Mail or email (when an email address has been provided by the parent(s)/guardian(s)) a copy of the referral form and a copy of the smoking policy to the student's parent(s)/guardian(s).
2. Third Offense
 1. The student may be assigned to an out-of-school suspension for one day.
 2. Counsel the student.
 3. Conduct a telephone conference with the student's parent(s)/guardian(s), inform them of the infraction and the penalty, or request that they come to the school for a conference, if the dean believes such a conference is desirable.
 4. Mail a copy of the referral form to the student's parent(s)/guardian(s).
3. Fourth Offense
 1. The student may be assigned to an out-of-school suspension for two school days.
 2. Counsel the student.
 3. Conduct a telephone conference with the student's parent(s)/guardian(s), inform them of the infraction and the penalty, or request that they come to the school for a conference, if the dean believes such a conference is desirable.

4. Mail a copy of the referral form to the student's parent(s)/guardian(s).
4. Fifth Offense
 1. The student may be assigned to an out-of-school suspension for three school days.
 2. Counsel the student.
 3. Conduct a telephone conference with the student's parent(s)/guardian(s), inform them of the infraction and the penalty, or request that they come to the school for a conference, if the dean believes such a conference is desirable.
 4. Mail a copy of the referral form to the student's parent(s)/guardian(s).
5. Each Additional Offense
 1. The student may be assigned to an out-of-school suspension for five school days
 2. Counsel the student in a manner deemed appropriate to prevent future violations of this policy
 3. Telephone the student's parent(s)/guardian(s), inform them of the infraction and the penalty, and request that they come to the school for a conference, if the dean believes such a conference is desirable.
 4. Mail a copy of the referral form to the student's parent(s)/guardian(s).

Section E - Enumeration of Offenses

Offenses shall be cumulative during a school year but shall not be cumulative over the student's high school years.

D. ILLEGAL SUBSTANCES AND PARAPHERNALIA (Board Policy 8460)

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 up to 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.
2. A student’s second violation for the use, possession, receipt or distribution of an illegal substance will result in:
 - a. Suspension for up to 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.

E. WEAPONS POSSESSION (Board Policy 8450)

Section A - Introduction

It is the policy of the Board of Education to provide a safe environment for the students and staff. To that end, any student who has been determined to be in possession of a weapon shall be recommended for expulsion by the MDRC and building administration.

Section B - Jurisdiction

The provisions of this policy shall be in force:

- 1. In any physical area attendant to school or District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, school-sponsored travel at other venues; (collectively, the "Jurisdiction"); and
- 2. On means of school-supplied or sanctioned transportation to or from any of the above; and
- 3. With respect to activities or events at other locations, if the administration determines that the incident bears a nexus (i.e. impact or connection) to the school, safety within the Jurisdiction, or is disruptive to the educational environment.

In addition to the above Jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of these policies wherever the conduct or event occurs. Students who participate in extracurricular activities such as interscholastic athletic, drama, fine arts, and other competitions or who participate in clubs and activities are representatives of our schools, and as such are expected to conform their behavior to these policies as a condition to continued enjoyment of these privileges.

Section C - Possession of a Weapon

For the purposes of this policy a student in possession of a weapon includes any student who is:

- 1. Determined to have possessed a weapon within the Jurisdiction; or
- 2. Determined to be or have been in possession of a weapon within the Jurisdiction; or
- 3. Determined to be or have been in possession of a weapon which was brought within the Jurisdiction by another student, which weapon was given or possessed by the student to be expelled.

Section D - Definition of a Weapon

The term "weapon" means possession, use, control or transfer of:

- 1. Any gun, rifle, shotgun, firearm, or weapon as defined by Section 921 of Title 18, United States Code; Firearm as defined in Section 1.1 of the Firearm Owners Identification Act [430 ILCS 65/1.1]; or use of a weapon as defined in Section 24-1 of the Criminal Code [720 ILCS 5/24-1]; or
- 2. Knives, brass knuckles, or billy clubs; or
- 3. Any other object possessed, used, or attempted to be used to cause bodily harm, or modified in a manner which is peculiar for use in causing bodily harm; or
- 4. "Look-alikes" of any weapon as defined in this section.
- 5. Objects such as automobiles, baseball bats, pipes, bottles, locks, sticks, pencils, pens, needles, pins, ice picks or other pointed or blunt objects for purposes of this section if used, intended or attempted to be used, or threatened to be used to cause bodily harm.

Section E - Violations

A student who is determined to have violated this policy shall be referred to the School Board for consideration for expulsion for a period of not less than one year. The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the Board on a case-by-case basis as outlined in 105 ILCS 5/10-22.6.d-2. Expulsion or suspension shall be construed in a manner consistent with the federal Individuals With Disabilities Education Act [20 U.S.C. Section 1400 et seq.].

Violations of this policy will be referred to the Major Disciplinary Review Committee for disposition as a Category I offense in accordance with Procedures for Board Policy 8410: Disciplinary Action Relative to Student Misconduct.

F. STUDENT ATTENDANCE (Board Policy 8420)

Section A - Introduction

In accordance with the requirements of The School Code of Illinois and in recognition of the responsibilities imposed upon parents/legal guardians therein, it is the policy of the Board of Education of District #225 that students shall attend school on a regular basis and be on time for classes. Student attendance in class is not optional; it is a requirement of every class unless specifically otherwise authorized. The Board believes that regular class attendance fosters successful academic performance and development of punctuality, self-discipline, and responsibility. A substantial failure to attend classes seriously prejudices the entire educational program and creates problems for the teacher and other students in the classroom, in addition to the offending student. The Board further believes that the school administration and staff have a duty to rigorously and consistently enforce school regulations dealing with class attendance and punctuality. Those regulations shall require that all student absences shall be verified by telephone by the student's parent(s) or legal guardian(s). Excessive absences that are non-school related may require further documentation as reasonably requested by the school.

Section B - Classification of Student Absences

Student absences from class shall be classified as follows:

1. Excused Absence

Reasons for an excused absence shall include:

- a) Illness of the student,
- b) death in the family,
- c) religious holidays,
- d) participation in election day activities,
- e) school-sponsored activities,
- f) medical appointments,
- g) family emergencies,
- h) and Learning Adjustment Center (LAC) placement. (The LAC is an in-school placement used for attendance violations and other offenses as determined by the Dean of Students or designee.)

An excused absence shall enable a student to receive credit for work which is made up. The teacher shall make a reasonable effort to assist the student to complete the student's make-up assignments. Alternative assignments may be substituted by the teacher, however, when it is determined by the teacher that the assigned classwork cannot be replicated, the value of the work will not be counted in determining the student's grade.

2. Explained Absence

Other parent/legal guardian-approved absences, such as vacations, and college visits and interviews shall be considered by the Dean of Students or designee for approval as an explained absence if the request is made by the parent(s)/legal guardian(s) prior to the absence. An explained absence shall enable a student to receive credit for work which is made up. The teacher shall make a reasonable effort to assist the student to complete the student's make-up assignments. Alternative assignments may be substituted by the teacher, however, when it is determined by the teacher that the assigned classwork cannot be replicated, the value of the work will not be counted in determining the student's grade.

3. Unexcused Absence

"Unexcused absence," as used in this policy, shall refer to any unauthorized absence from any class, study hall, or activity required by the school.

4. Tardy (Late to Class)

"Tardy," as used in this policy, shall refer to any unexcused absence of a student during the first 5 minutes of a class, study hall, or other scheduled assignments. Students who are more than 5 minutes late shall be considered "absent" from that class period unless otherwise excused by the teacher or supervisor of the scheduled assignment.

Section C - LAC/Suspensions

Students who are assigned to the LAC or suspended out of school are expected to complete missed work and will receive credit for work made up. A suspension shall enable a student to receive credit for work which is made up. The teacher shall make a reasonable effort to assist the student to complete the student's make-up assignments. Alternative assignments may be substituted by the teacher, however, when it is determined by the teacher that the assigned classwork cannot be replicated, the value of the work will not be counted in determining the student's grade.

Section D - Flagrant and Repeated Violations

The Principal is authorized to recommend an alternate educational placement for a student who fails to adjust to the day school by failing to retain at least five classes on the student's schedule. The Principal is also authorized to approve a student's continuing enrollment in the day school, even though the student may be enrolled in less than five regular classes.

Section E - Exceptions

Either the Principal or Dean of Students is authorized to make reasonable and prudent exceptions to the foregoing student attendance policies.

Section F - Instructional Staff Responsibilities for Student Attendance

The instructional staff of each department, under the leadership of the instructional supervisor, is directed to develop instructional strategies which shall encourage student attendance and promptness. Teachers shall be required to maintain an accurate daily register of student attendance. Effective administration and management of student attendance regulations shall be considered one of the factors in the evaluation of members of the instructional staff.

Section G - Procedures

The Superintendent, in consultation with the Superintendent's staff, shall set forth the rules and procedures governing the administration of this policy. Further, the staff will ensure that an electronic version of the policies and procedures of this section are available on the website, and a paper copy distributed to all parent(s)/legal guardian(s), students, and staff members on an annual basis.

STUDENT ATTENDANCE (Board Procedures 8420)

Section A - Introduction

The Superintendent, in consultation with his staff, is authorized to develop procedures to govern the administration of the Board policy on student attendance. These procedures are indicated below and are to be followed by all staff members in all cases involving student truancy (un-excused absence) or excessive excused/explained absences that are non-school related.

Section B - Parent/Legal Guardian Responsibility

A parent/legal guardian must contact the attendance office to excuse all absences by the end of the next school day following each absence. If a parent/legal guardian has not verified the absence by the end of the next school day following the absence, the absence will be considered an "un-excused absence."

Section C - Unexcused Absences

1. First Offense - On the first unexcused absence, the following procedure shall be followed:
 - a. The parent(s)/legal guardian(s) will be contacted by the school notifying them of the unexcused absence and the associated consequences.
 - b. The teacher shall talk to the student to emphasize the importance of class attendance and to explain the provisions of the board policy on attendance.
2. Second Offense - On the second unexcused absence, the following procedure shall be followed:
 - a. The parent(s)/legal guardian(s) will be contacted by the school notifying them of the unexcused absence and to inform them of the forthcoming meeting between the student and his or her dean.
 - b. The Dean of Students or designee shall:
 - i. assign the student to the Learning Adjustment Center (LAC) for two days or one day of Saturday detention or impose another appropriate disciplinary action. Students who are assigned to the LAC are expected to complete missed work and when completed will receive credit for that day's work.
 - ii. notify the student and the student's parent(s)/legal guardian(s) of the Dean of Students or designee's action. The parent(s)/legal guardian(s) shall be informed of the action by telephone and either by letter or email when email address has been provided by the parent(s)/legal guardian(s).
 - iii. notify the student's teachers if the student's assignment is to the LAC and obtain LAC assignments.
 - iv. notify student's counselor of the action taken by the Dean of Students or designee.

3. Third and Subsequent Offenses - On the third unexcused absence or any subsequent unexcused absences, the following procedure shall be followed:
 - a. The parent(s)/legal guardian(s) will be contacted by the school notifying them of the unexcused absence and to inform them of the forthcoming meeting between the student and his or her dean that will define consequences of the unexcused absence.
 - b. The Dean of Students shall:
 - i. assign appropriate consequences that may include removal of the student from the class register, assign the student a withdrawn-failing (WF) grade for the course, and assign the student to a restricted study hall. A team consisting of representation from the Dean's Office and the Student Services Department may determine additional interventions.
 - ii. notify the student and the parent(s)/legal guardian(s) of the action taken by the Dean of Students or designee.
 - iii. notify the principal if the removal of the student from the class has resulted in the student being enrolled in less than five classes.
 - c. If the removal of the student from the class has resulted in the student being enrolled in less than 5 classes, then:
 - i. The Principal may recommend to the Superintendent that the student be assigned to an appropriate alternative educational placement.
 - ii. The Superintendent shall review the recommendation of the Principal and determine the appropriate placement.

Section D - Tardy

1. After each occurrence of three unexcused tardies, notification shall be made to the parent(s)/legal guardian(s) by the teacher via telephone, departmental letter, or email (when email address has been provided by the parent(s)/legal guardian(s), and the student shall be given a detention of 30 minutes in length or other similar discipline.
2. With the accumulation of the ninth tardy, the Office of the Dean of Students shall be notified. The Dean of Students or designee will hold a conference with the student and the parent(s)/legal guardian(s) in which the student shall be given the option of the student attending a Saturday detention for six hours or dropping the class with a "WF" grade and being assigned to a restricted study hall for the balance of the semester. If the parent(s)/legal guardian(s) are unable to attend, they will be contacted and informed of the action taken by the Dean of Students or designee.
3. In the event the student elects to attend the Saturday detention, the student and parent(s)/legal guardian(s) shall be informed by the Dean of Students or designee that three additional tardies or failure to serve Saturday detention shall be grounds for removal from class with a "WF" grade for the semester and assignment to restricted study hall for the balance of the semester.
4. The parent(s)/legal guardian(s) and student shall be informed of the school's action by telephone and letter.

Section E - Intervention

Excessive Class Absences - In instances of excessive excused/explained class absences that are non-school related a team consisting of representatives from the Dean's Office and the Student Services Department will determine when it is appropriate to invoke the following intervention(s):

1. First Intervention - The number of classes constituting a first circumstance requiring intervention will be five (5) classes in a semester. A letter will be sent home to the parent(s)/legal guardian(s) expressing concern regarding the number of excused/explained class absences that are non-school related and indicating further excused/explained class absences that are non-school related may require documentation evidencing good cause of the absence(s) or a doctor's note.
2. Second Intervention - Seven (7) classes missed in a semester constitutes a second circumstance requiring intervention. A phone call from the Dean's Office and a registered letter will notify the parent(s)/legal guardian(s) that further class absence will be unexcused until documentation evidencing good cause of the absence(s) or a doctor's note is provided.

Section F - Records

The Dean of Students shall keep appropriate records of student truancy for reporting purposes.

G. HARASSMENT – STUDENTS (Board Policy 8470)

Harassment questions or concerns should be directed to:

Ms. Jenny Jordan, 847-509-2452 or Dr. Edward Solis, 847-509-2402.

Section A - Introduction

It is the policy of the Board of Education of District 225 to foster an environment which maximizes student learning and employee performance, and a climate of civility among students and employees of the district. Harassment by any student or employee of any other student or employee for whatever reason is inimical to the environment and climate desired by the Board and therefore will not be permitted.

No person, including a district employee or agent, or student, shall harass or intimidate another employee, student, or another person based upon a person's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual or gender orientation, other legally protected group status or, pertaining to students, based upon their class standing, activities, or affiliations. The district will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects material benefits of employment or education, that interferes with a student or employee's educational or work performance, that denigrates the reputation of the individual or school district, or that creates an intimidating, hostile, or offensive educational or work environment.

Section B - Jurisdiction

The provisions of this policy shall be in force:

1. In any physical area attendant to school or District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, school-sponsored travel at other venues; and
2. On means of school-supplied or sanctioned transportation to or from any of the above; and
3. With respect to activities or events at other locations, if the administration determines that the incident bears a nexus (i.e. impact or connection) to the school, safety at school, or is disruptive to the educational environment.

In addition to the above jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of these policies wherever the conduct or event occurs. Students who participate in extracurricular activities such as inter-scholastic athletic, drama, fine arts and other competitions or who participate in clubs and activities are representatives of our schools, and as such are expected to conform their behavior to these policies as a condition to continued enjoyment of these privileges.

Section C - Definition of Harassment

Harassment is defined as any unwelcome and personally offensive conduct (including, but not limited to, advances, gestures, or words of a sexual, intimidating, or threatening nature) which:

1. Unreasonably interferes with an individual's work or performance; or
2. Creates an intimidating, hostile, or offensive work/school environment; or
3. Implies that submission to such conduct is made an explicit or implicit term of employment; or
4. Implies that submission to, or rejection of, such conduct will be used as a basis for decision-making affecting the individual.

Examples of prohibited conduct include, but are not limited to, name calling, using derogatory slurs, wearing or possessing items depicting or implying hatred, ridicule, or prejudice of one of the characteristics or protected classes stated in Section A.

Examples of sexual harassment include, but are not limited to, unwelcome, or unpermitted touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, demands or requests for sexual favors, spreading rumors related to a person's alleged sexual activities, and subjecting individuals to embarrassment, hostility, humiliation, or intimidation because of their gender.

Section D - Complaint Procedure

1. The superintendent is directed to develop and implement complaint procedures consistent with this policy.
2. Any student who alleges harassment by a student or employee, or any third person with knowledge of conduct which may constitute harassment, should report the alleged harassment promptly to the building or district complaint coordinators designated by the superintendent as set forth in the procedures of this policy.

Section E - Education and Information Program

1. The superintendent is directed to develop and implement an education and information program for all students and employees which shall be intended to familiarize students and employees with the contents of this policy and the prevention of harassment within the district.
2. As part of the education and information program, the subject of harassment and its prevention shall be included in the curriculum of the district's required health education course.
3. The superintendent is directed to publish this policy in the district's policy manual and student and employee handbooks. The publication shall include the names of the designated school and district harassment complaint coordinators.

Section F - Disciplinary Action

1. A student who violates the terms of this policy shall be considered guilty of gross disobedience or misconduct and shall be subject to disciplinary action in accordance with the procedures of Policy 8410: Disciplinary Action Relative to Student Misconduct. Disciplinary action may include, but is not limited to, suspension from school, and in those instances of repeated or flagrant gross disobedience or misconduct, expulsion from school.
2. The superintendent shall be informed by the building and district complaint coordinators of any activity which may constitute criminal conduct, and if the superintendent concurs that such conduct may constitute criminal conduct, the superintendent shall report that conduct to the appropriate law enforcement authorities.

Section G - Responsibilities of District Employees

All district employees who receive complaints of harassment from students or staff members are required to notify the building complaint coordinator regarding such complaints.

Section H - Miscellaneous

1. False Reports. Any individual who makes a report of alleged harassment which is later found upon investigation to be completely lacking credible evidence, shall be subject to disciplinary measures under the provisions of this policy.
2. Confidentiality. The rights of confidentiality of both the complainant and the respondent shall be respected consistent with the district's legal obligations, with the necessity to investigate allegations, and to take corrective action. In all cases, however, only those individuals who have a "need to know" shall be provided only that information required by the investigation and corrective action, or required by the individual's professional responsibilities.
3. Abused and Neglected Child Reporting Act. The district shall report instances of sexual harassment of students who are under eighteen years of age to the Illinois Department of Children and Family Services, under circumstances required by the provisions of the Illinois Abused and Neglected Child Reporting Act.
4. Status of Complainant. Filing of a harassment complaint, except in those complaints found upon investigation to be completely lacking credible evidence, shall not adversely affect the employment status of an employee filing the complaint, or the student status of a student filing a complaint.

HARASSMENT – STUDENTS (Board Procedures 8470)

Section A - Introduction

It is the policy of the Board of Education of District 225 to prohibit harassment of any student for whatever reason. The Board has directed the superintendent to develop implementation procedures consistent with the Board's policy, which will be included in the student/parent handbooks. The procedures are outlined below.

Section B - Harassment Complaint Coordinators

1. Each school principal shall appoint two school harassment complaint coordinators, one of each sex. The school principals shall notify all employees, parents, and students of the names of the school harassment complaint coordinators.
2. The superintendent shall appoint two district harassment complaint coordinators, one of each sex. The superintendent shall notify all employees, parents, and students of the district of the names of the district harassment complaint coordinators.
3. At the superintendent's discretion, an independent harassment complaint coordinator may be appointed on an "as needed" basis, having jurisdiction as designated by the superintendent.

Section C - Complaint Procedures

Level 1 -- Initial Complaints

1. Any student who alleges harassment, or any third person with knowledge of conduct which may constitute harassment, should report the alleged harassment promptly to one of the harassment complaint coordinators or an administrator at the building where the alleged harassment occurs. However, complainants may report an incident to any complaint coordinator or to any district administrator. As a general rule, complaints involving harassment among students will be referred by the complaint coordinator to dean's office personnel, and complaints involving harassment between a student and an employee will be referred to the building complaint coordinator.
2. The complaint coordinator or dean will require that the complaint be placed in writing. If the report is presented orally, the complaint coordinator or dean shall prepare a written report based on the complainant's oral report, which shall be signed by the complainant. A report alleging harassment should contain the following elements:
 - a. Names of individuals involved in the incident(s) including the names of any witnesses.
 - b. Date, time, and location of the incident.
 - c. A description of the incident.
 - d. Submission date of the incident report.
3. If a dean receives the complaint, a copy will be forwarded to the building complaint coordinator.
4. The complaint coordinator or dean will attempt to resolve the complaint without resorting to the Level 2 procedures. The resolution of student complaints may include the use of peer mediation, discussion, investigation, referral to guidance counselors, social workers, police liaison officer, parents and/or community agencies. Prior to the final resolution of the complaint, the dean and the building complaint coordinator will confer regarding the proposed resolution.
5. A complaint will only be deemed resolved if both complainant and respondent have signed a statement to the effect that the complaint has been resolved to their respective satisfactions.
6. If the complaint is resolved, a written summary of the resolution will be created and maintained by the building complaint coordinator. If handled by the dean, a copy will be forwarded to the building complaint coordinator.

Level 2 -- Unresolved Complaints

1. The Dean's Office shall refer unresolved student complaints to a building coordinator. For unresolved Level 1 complaints, the complaint coordinator shall promptly begin a formal investigation to determine the validity and severity of the allegations. The complaint coordinator shall interview the individual filing the complaint, the individual being accused of harassment, and may interview other individuals having knowledge of the alleged harassment. The complaint coordinator shall keep written notes of the interviews.
2. As part of the investigation process, the complaint coordinator may consult with other members of the faculty or staff (to the extent that they may have relevant information), including the dean of students, the principal, the Director of Human Resources, the superintendent, and the school board attorney, as necessitated by the circumstances or severity of the allegations.

3. The complaint coordinator shall attempt to complete the investigation and inform the complainant of the coordinator's findings and recommendations for resolution within ten working days of receipt of the complaint.
4. The complaint coordinator shall provide a written response to the complainant of the disposition of the case and forward a copy to the district coordinator. A copy of same will be forwarded to the superintendent.

Section D - Appeal to a District Harassment Complaint Coordinator

1. If the complainant and/or respondent is not satisfied with the response from the school complaint coordinator, the complainant or respondent may file a written appeal to one of the district's complaint coordinators within ten working days of receipt of the response from the school complaint coordinator. If the district complaint coordinator is handling the case, the matter will be appealed to an independent complaint coordinator designated by the superintendent.
2. The complaint coordinator conducting the appeal shall conduct a hearing within ten working days after receipt of the notice of appeal at which time the complainant and respondent shall be given an opportunity to present testimony and documents relevant to the complaint. Detailed minutes of the hearing shall be maintained. The district complaint coordinator or independent complaint coordinator, if appointed, shall provide a written response to the complainant and respondent within fifteen working days following the completion of the hearing. The Board of Education shall be provided a copy of the written response and relevant supporting documentation.
3. The Board of Education may, at its discretion, bypass the complaint coordinator's appeal hearing and have the appeal brought directly to the Board or its appointed hearing officer for a hearing.
4. Upon a hearing, the Board of Education shall take such action as it deems appropriate.

Section E - Appeal to Board of Education

1. If the complainant or respondent is not satisfied with the district complaint coordinator's decision, or if the coordinator fails to provide the complainant and respondent with a written decision within the time limits specified in Section D above, the complainant or respondent may file a written appeal with the Board of Education.
2. The complainant or respondent must file a written appeal within ten working days of the receipt of the district complaint coordinator's or independent complaint coordinator's decision.
3. The Board may, at its discretion, convene a hearing to hear testimony regarding the complaint, or appoint a hearing officer to so act.
4. Within thirty working days of the filing of the appeal, or, in the case of a hearing officer, thirty working days from the receipt of the report, the Board shall provide the complainant and respondent with a written decision.
5. Upon a hearing, the Board of Education shall take such action as it deems appropriate.

Section F - Appeal to the Superintendent to the Educational Service Region

If the complainant is a student and the complainant or respondent is not satisfied with the final disposition of the complaint by the Board of Education, or if the Board fails to issue a timely decision, the complainant or respondent may appeal the decision to the superintendent of the Educational Service Region pursuant to Section 3-10 of the School Code. (105 ILCS 5/3-10)

Section G - Appeal to the State Superintendent of Education

If the complainant is a student and the complainant or respondent is not satisfied with the disposition of the complaint by the superintendent of the Educational Service Region, the complainant or respondent may appeal the decision to the state superintendent of education pursuant to Section 2-3.8 of the School Code. (105 ILCS 5/2-3.8)

Section H - Miscellaneous

Nothing in these procedures are intended to deny the right of any individual to pursue other avenues of relief as may be provided for in various state and federal statutes regarding harassment.

Section I - Harassment Complaint Coordinators and Dean's Office Personnel

The school administration will publish the names and office phone numbers of the designated harassment complaint coordinators and the Dean's office personnel at start of each school year. These names will be published in the Student/Parent Handbook and posted for access by students and employees.

H. HAZING, BULLYING OR AGGRESSIVE BEHAVIOR (Board Policy 8480)

Section A - Introduction

It is the policy of the Board of Education to foster an environment which maximizes student learning and employee performance, and a climate of civility among students and employees of the district. The Board recognizes that there are certain behaviors and types of conduct that, if tolerated, would have a significant negative impact upon the learning environment and to complete effective teaching and learning. These behaviors, characterized as hazing, bullying, or aggressive behavior, will not be tolerated.

Section B - Jurisdiction

The provisions of this policy shall be in force:

1. In any physical area attendant to school or District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, school-sponsored travel at other venues; and
2. On means of school-supplied or sanctioned transportation to or from any of the above; and
3. With respect to activities or events at other locations, if the administration determines that the incident bears a nexus (i.e. impact or connection) to the school, safety at school, or is disruptive to the educational environment.

In addition to the above jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of these policies whenever the conduct or event occurs. Students who participate in extracurricular activities such as interscholastic athletic, drama, fine arts and other competitions or who participate in clubs and activities are representatives of our schools, and as such are expected to conform their behavior to these policies as a condition to continued enjoyment of these privileges.

Section C - Definitions

1. Hazing shall be defined as:
 - a. Any form of initiation and/or rite of passage, whereby the perpetrator(s) applies physical, psychological, emotional, and/or mental threats or actions against another, customarily in an initiation setting, which often self perpetuates. The intent of such behavior is to aggrandize the perpetrator(s) within a vertical authoritarian hierarchy, and to degrade, humiliate, harass, harm, or intimidate the recipient; or
 - b. When any student is subjected to verbal or physical harassment, mental or physical discomfort, intimidation, embarrassment, ridicule, bullying, or demeaning activity by any individual, student or staff member, or by a group of students.
2. Bullying shall be defined as:

When one or more individuals inflict physical, verbal, or emotional abuse on another individual or individuals, including, but not limited to: physical violence and attacks; verbal taunts, name calling and putdowns; threats and intimidation; extortion or unpermitted taking of money or possessions; ostracization and exclusion from the peer group.
3. Aggressive Behavior shall be defined as: Any expression, direct or indirect, verbal or behavioral, of intent or threat to inflict harm, injury, or damage to persons or property.

Section D - Violations

Any single act of hazing, bullying, or aggressive behavior will be considered a Category II infraction in accordance with Policy 8410: Disciplinary Action Relative to Student Misconduct. Violations will be subject to the procedures of Policy 8410 and may include suspension, expulsion, and/or referral to law enforcement authorities.

I. ACADEMIC DISHONESTY (Board Policy 8440)

Section A - Introduction

The Board of Education of District 225 believes that academic dishonesty by students degrades character and reputation and impedes individual learning.

Section B - Staff Responsibility

The Board of Education believes that the staff has a professional obligation to encourage honesty, to instruct students in the distinction between honest and dishonest work, to create conditions which hinder attempts to cheat, to utilize instructional strategies which encourage honesty, and to penalize dishonest behavior.

Section C - Penalties

Students found guilty of cheating may receive a failing grade for the quiz, test project, laboratory report, or paper; or may be given a failing grade for the course for the grading period or for the entire semester. Students found guilty of cheating may be denied or lose academic honors or privileges attendant thereto. Cases involving flagrant violations of this policy may be referred to the Major Disciplinary Review Committee for disposition and handled in accordance with the Procedures for Policy 8410: Student Misconduct and Disciplinary Action.

Section D - Implementation

The Board of Education directs the superintendent and staff to develop and implement procedures intended to achieve the aims of this policy.

ACADEMIC DISHONESTY (Board Procedures 8440)

Section A - Introduction

The Board of Education has directed the staff to instruct students in the distinction between honest and dishonest work, to encourage honest work, and to penalize dishonest behavior. The following procedures are intended to accomplish these aims.

Section B - Definition of Academic Dishonesty

Academic dishonesty includes such infractions as:

1. Obtaining a copy of tests or scoring devices.
2. Accepting a copy of tests or scoring devices.
3. Copying another student's answers during an examination.
4. Providing another student answers to or copies of examination questions.
5. Having another person impersonate the student to assist the student academically.
6. Impersonating another student to assist the student academically.
7. Representing as one's own work the product of someone else's creativity.
8. Using, or having available for use, notes, electronic or telecommunication devices, or other unpermitted materials during "closed book" examinations.
9. Duplicating any portion of another student's homework, paper, project, laboratory report, take-home examination, electronic file or application for submission as one's own work, other than for a teacher-approved collaborative effort.
10. Having someone other than the student prepare any portion of the student's homework, paper, project, laboratory report, take-home examination, electronic file or application, other than for a teacher-approved collaborative effort.
11. Permitting another student to copy any portion of another student's homework, paper, project, laboratory report, take-home examination, electronic file or application other than for a teacher-approved collaborative effort.
12. Using any portion of copyrighted or published material, including but not limited to electronic or print media, without crediting the source.
13. Any other action intended to obtain credit for work not one's own.

Section C - Informing Students and Parents About the Academic Dishonesty Policy and Procedures

1. The principals will include a copy of the Academic Dishonesty Policy and Procedures in the Student Handbook and in the Faculty Handbook.
2. Thereafter, within ten days of the start of the school year, the principals will have Appendix A of these procedures read to each student enrolled in their schools.

Section D - Administering Policy Infractions

1. Teachers who discover an act of dishonesty by one of their students will:
 - a. Inform their instructional supervisor of the nature of the infraction.
 - b. Assign the student a failing grade for the assignment involved in the infraction.
 - c. Inform the student of the penalty for the infraction, the seriousness of the offense, the potential consequences of future infractions, and the procedures for appealing the penalty.
 - d. Complete a Referral Form and distribute copies of the form to the student, the student's parents, the student's counselor, and the dean of students.
 - e. Telephone the student's parents and inform them of the infraction, the penalty, and the appeals procedure (the telephone call may be made by the instructional supervisor).
2. In those cases involving flagrant or repeated offenses, including revocation of privileges under the Code of Conduct, the teacher will complete a Referral Form and will submit the form, through the teacher's instructional supervisor, to the office of the dean of students. The Referral Form will include a recommended penalty. The dean will review the incident and make a decision concerning the alleged infraction. If the charges are found to be valid, the dean will:
 - a. Assign the student one or more of the following penalties:
 - i. A failing grade for the assignment,
 - ii. A failing grade for the grading period,
 - iii. A failing grade for the semester,
 - iv. Removal of academic honors and privileges.
 - v. In some cases of flagrant or continuing infractions, the Dean may recommend the case to the Multi-Disciplinary Review Committee for disposition in accordance with the Procedures of Policy 8410: Disciplinary Action Relative to Student Misconduct.
 - b. Notify the teacher, instructional supervisor, student, the student's counselor, and the student's parents of the infraction, the penalty, and the procedures for appealing the penalty. The dean will also arrange for a conference with the student and the student's parents to apprise them of the seriousness of the offense and the potential consequences of future infractions.
 - c. If the infraction is discovered by a staff member other than the student's teacher, that staff member will inform the student's teacher of the nature of the infraction. The student's teacher will follow the procedure described in Section D of these Procedures.

Section E - Appeal Procedures

1. Should the parents or the student desire to appeal a decision by the student's teacher, they must submit to the dean of students a request in writing within three school days following the receipt of notice of the teacher's decision. The appeal may contain a request to the principal to suspend the penalty pending the resolution of the appeal.
2. Should the parents or the student desire to appeal a decision by the dean of students, they must submit to the chairman of the Academic Dishonesty Hearing Committee a request in writing within three school days following the receipt of notice of the dean's decision. The appeal may contain a request to the principal to suspend the penalty pending the resolution of the appeal.
3. An Academic Dishonesty Hearing Committee will be appointed by the principal and will consist of one student, one teacher, and one associate principal, who will chair the committee. Committee members will be appointed at the start of each school year and will serve for one school year.

4. The Committee will call upon the teacher, the instructional supervisor, or the dean to present the incident. The student will be called to explain his/her side of the incident and to answer questions of the Hearing Committee. The parents will be encouraged to attend the hearing. After all facts have been reviewed by the Committee, the Committee will meet in executive session to determine the disposition of the case. The Committee's decision will be communicated to the student, parents, instructional supervisor, the principal, and the teacher by the Committee chairman.
5. Should the parents or the student desire to appeal a decision by the Hearing Committee to the Board of Education, the parents or student must submit to the superintendent a request in writing within three school days following the receipt of notice of the Committee's decision.

3. Participate in the acquisition, creation, or distribution of materials that are libelous, obscene, pornographic, promote the use of violence, contain personally embarrassing or private information unrelated to any proper educational or public purpose, contain defamatory or untrue statements which may damage the reputation of any student or staff member, or contain abusive, harassing, or prejudicial content.
4. Participate in the acquisition, creation or distribution of advertising, computer "worms" or "viruses," "chain-letters," "spam" or other messages/files which could cause congestion, interference or failure of the system or any computing equipment, whether attached to the district's system or otherwise.
5. Make unauthorized entry to any computer, network, file, database, or communications device regardless of who may own, operate or supervise same and whether or not a change of data or software occurs.
6. Reveal personal account and/or password information.
7. Alter, damage or destroy any cabling, hardware, or software; or make unauthorized changes to district data.
8. Access, use or possess, distribute or disseminate unauthorized or illegally obtained hardware, software or data.
9. Engage in any activity that does not conform to the intended purposes of the network, including, but not limited to, illegal, commercial, political, religious, recreational or entertainment purposes.
10. Use technology and/or network resources or data for the purposes of academic dishonesty.

J. PURPOSE AND USE OF TECHNOLOGY AND NETWORK RESOURCES (Board Policy 7220)

Section A – Introduction

It shall be the policy of the Board of Education of District 225 to encourage and facilitate communication and the exchange of ideas and information in pursuit of the district's curricular, instructional, technical, research, articulation and safety goals. The district also supports the use of technology as a tool for the efficient and effective management of the district's resources and affairs. Except for Section H – Children's Internet Protection Act (CIPA) Compliance, the provisions of this Policy shall apply to the use of technology by District employees or by students, whether provided by the District or self-provided (including hardware, software, and Internet access), in a Glenbrook school building, on school grounds, and at or in relation to a school-sponsored activity at any location in any manner that would otherwise violate this Policy.

Section B – Purpose of the District's Technology and Network Resources

Glenbrook High School technology and network resources are for the use of authorized Glenbrook employees (including certain designated independent contractors and consultants), students and affiliated organizations. District technology devices and the network, including any non-Glenbrook technology device, computer or network resource to which Glenbrook may be attached (e.g. Internet), are intended to provide authorized users with appropriate equipment and software to accomplish their district-authorized missions and to provide access to both local and worldwide electronic resources. District technology and network resources and systems are intended for academic and administrative purposes only, as more fully described in Section C below.

The systems are not intended to be used for non-academic or non-administrative functions, or for personal or recreational use, which include, but shall not be limited to, illegal, commercial, political, religious or entertainment purposes, as more fully described in Section D below.

Section C – Acceptable Uses of Technology and Network Resources

Acceptable uses of technology and network resources include, but are not necessarily limited to, the following:

1. Curricular, instructional, co-curricular, and school-related extra-curricular activities or in support of such activities,
2. Research consistent with the goals and purposes of the district,
3. Communication among students, faculty, staff, and the local and global communities for academic or administrative purposes,
4. Development and implementation of curriculum,
5. Professional development of staff members,
6. Administrative or managerial record keeping, data access or research.

Section D – Unacceptable Uses of Technology and Network Resources

Unacceptable uses of technology and network resources include, but are not necessarily limited to, the following. Users may not:

1. Participate in, promote or facilitate any activity which is in violation of U.S. law, State or local law or Glenbrook Board Policy, or which will result in additional unplanned or unauthorized cost to the district as a consequence of network usage.
2. Interfere with, damage, modify or gain access to, in an unauthorized manner or disrupt computer or network users, services, data or equipment.

Section E – User Training

Employees and students using Glenbrook technology and network resources shall successfully complete an appropriate training program as prescribed by the District before being allowed to access the system. Depending upon the needs of the user, training may include, but shall not be limited to, login and logout procedures, access and use of various computer programs and/or network services, and instruction regarding security of accounts and passwords, copyright laws, computer ethics and network etiquette. Users are responsible for reporting any violations of this policy to an administrator.

Students and their parents/guardians will be informed as the students initially enroll in the district through the Glenbrook High Schools Technology Device and Network Use Students Rights and Responsibilities form and shall agree to be bound by the purpose of the network, how it is to be used, the need for mandatory instruction and the possible ramifications of inappropriate use as set forth in this policy and other Board Policies and Procedures, and the Student/Parent Handbooks. Students and/or parents failing or refusing to agree to be bound by this policy shall be prohibited from using district hardware, software or network resources; however such students and/or parents shall remain subject to applicable Board Policies and Procedures related to the use of any non-Glenbrook and/or self-provided technology device, computer or network resource in a Glenbrook school building, on school grounds, and at or in relation to a school-sponsored activity at any location in any manner that would otherwise violate Board Policies and Procedures.

Section F – Disciplinary Action

1. Any student who is determined by the principal or designee to be in violation of this policy may have his/her network privileges suspended or canceled, or may be prohibited from possessing self-provided technology devices in school buildings, on school grounds, and at or in relation to school-sponsored activities at any location. In addition, the student may be considered guilty of gross disobedience or misconduct and subject to additional disciplinary action by the administration and/or Board of Education. Such action may include, but is not limited to, suspension and/or expulsion from school.
2. Cases involving suspected or alleged criminal acts will be referred to appropriate law enforcement agencies.

Section G – Termination of Authorized Use

The Board of Education recognizes the need for secure computing and networking facilities and authorizes the administration to terminate network/computer access when said access is no longer needed. Reasons for terminating the authorized use by an individual--student or employee--may include, but shall not be limited to the following:

1. A student is no longer enrolled at Glenbrook due to graduation, transfer to another school, dropping out of school, expulsion, death, or other reason.
2. A student attends an educational facility outside of the Glenbrook district full-time but is still technically enrolled as a District 225 student.
3. A staff member is no longer employed at or is on leave from Glenbrook due to leave of absence, retirement, resignation, termination, death, etc.
4. Disciplinary reasons or violation of this policy.
5. Such other cause as the superintendent or chief technology officer determines in the exercise of reasonable discretion is necessary to secure the network operations, functionality and compliance with Board Policy pending further action in any disciplinary matter and pending finalization of such disciplinary determination or completion of any investigation.
6. Written revocation of consent by the student's parent or guardian.

K. TRAFFIC AND PARKING CONTROLS (Board Policy 5020)

The Board of Education of District 225 recognizes that the safety and welfare of its students requires an efficient and effective system to control vehicle traffic and parking on school premises. The Board shall provide and maintain adequate parking facilities for staff, visitors, and authorized student drivers. Each school will provide signs, pavement markings, and a written traffic code to govern all traffic and parking at its high school facilities.

Section A – Traffic Regulations

1. The school administration shall develop a specific written plan for signs and pavement markings to control traffic and parking.
2. Auto and bus routes and the direction of traffic flow will be clearly marked with signs and pavement markings.
3. Separate parking areas for buses and for students, staff and visitors will be clearly identified by signs and/or pavement markings.
4. Special parking areas will be reserved and clearly identified by signs for authorized members of the administration and staff whose responsibility requires frequent trips to or from the school site.
5. Written authorization for reserved parking will be issued to authorized drivers by the Dean's Office.
6. All autos belonging to staff, administration and students must display a current parking sticker in the prescribed place on the vehicle.
7. All automobiles, buses, and other vehicles entering the Glenbrook campus are expected to abide by all traffic signs and pavement markings.

Section B – Enforcement

The Dean's Office at each school will assume responsibility for the traffic and parking plan and will maintain a complete and accurate record of all traffic and parking violations by students, staff, and visitors. The Dean's Office at each school is authorized to take the following actions:

1. Students
 - 1) First Offense - Student will be assigned deans' detention(s) or assigned to a restricted study hall.
 - 2) Second Offense - Student will be placed in the Learning Adjustment Center (LAC), assigned a Saturday detention, or assigned to a restricted study hall.
 - 3) Third Offense - Students will be subject to any or all of the following:
 - a) suspension from school
 - b) loss of parking privileges
 - c) student's vehicle will be towed at the violator's expense
 - 4) Students who violate either parking or traffic violations more than three times will be considered flagrant violators subject to the same disciplinary action as other flagrant violators of school rules.

3. Visitors

- 1) Vehicles not displaying a Glenbrook sticker will be considered to belong to a visitor. A warning ticket may be issued until ownership is established.
- 2) Should investigation determine that the vehicle belongs to a staff member or student, the procedures prescribed for those violations will be followed.
- 3) The Dean's Office will maintain an updated record of all violations incurred by vehicles not displaying the Glenbrook sticker.
- 4) Any vehicle parked illegally in a fire lane will be subject to all penalties, including a ticket from the local police department.

Section C – Publication

Students will be notified of the traffic and parking code through publication in the Student/Parent Handbook. Staff and visitors will be notified through appropriate notices, publications and signage.

Section D

Either the principal or dean of students is authorized to make reasonable and prudent exceptions to the foregoing traffic and parking controls policies.

L. SEARCH AND SEIZURE (Board Policy 8500)

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, parking lots, and other school property and equipment, etc.), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

School authorities may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, or other violation of the law or the District's policies or rules, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects or property in the student's possession, including but not limited to purses, wallets, knapsacks, book bags, lunch boxes, and electronic devices (such as personal computers, MP3 devices, tablets, and any cellular device, etc.), including a vehicle which the student brings on to school grounds, when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's policies or rules. The search itself must be conducted in a manner that is reasonably related in scope to the objectives of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certified employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the principal or designee.

Seizure of Property

If a search produces evidence that the student has violated or is violating the law or the District's policies or rules, such evidence may be seized and impounded by school authorities or law enforcement authorities, and disciplinary action may be taken. Such evidence may be transferred to law enforcement authorities.

GLENBROOK CODE OF CONDUCT

Philosophy

Glenbrook High School officials, coaches of athletic teams and sponsors of student activities believe that students who are selected for the privilege of participation on teams, squads, performing groups, clubs and other school organizations should conduct themselves as responsible representatives of the school. In order to assure this conduct, coaches and sponsors enforce a Code of Conduct. Furthermore, members of teams and organizations who fail to abide by the Code of Conduct are subject to immediate disciplinary action. Members of teams and organizations must always serve as exemplars of high moral character and must demonstrate appropriate academic commitment which is expected from all students. As recognized representatives of their school, participants are expected to exhibit appropriate behavior during the season (activity) or out of season, in uniform or out of uniform, on campus or off campus.

SECTION A – Rules and Guidelines

The Glenbrook High School District has as its primary goal the academic education, as well as the physical and social development of all students. Therefore, students are expected to demonstrate good citizenship by following all school rules; local, state and federal laws; and comply with all Illinois High School Association by-laws and eligibility requirements.

- Violations of any of the following will be considered violations of the Glenbrook Code of Conduct and will subject the violator to disciplinary action:
 - school rules as described in the Students Rights and Responsibilities section of the Student-Parent Handbook;
 - local ordinances;
 - state and federal laws;
 - the display of proper sportsmanship at a school activity, competition, or event.
- Attending parties or gatherings where illegal substances or tobacco products may be present is strongly discouraged. The district's concern for the health and overall welfare of its students is at issue along with the potential for problems that may face the district's students in such situations. The district encourages its students to make responsible choices.
- It is the expectation of the school that students will be in attendance and fully participate in normal school activities on the day of an event, activity or contest. The administration reserves the right to limit participation of students in cases of non-attendance at school.
- School officials are not expected to monitor off-campus, non-school activities unless the violation is brought to their attention, is sufficiently severe to bring discredit upon the Glenbrook organization, and said conduct is reasonably proven.
- Each coach or sponsor has the prerogative to establish additional rules pertaining to the activity supervised which do not conflict with this Code of Conduct. Such rules may include attendance at practices, curfew, dress and general conduct of participants during practices, contests, trips, etc. Rules set by the individual coach or sponsor must be in writing with the approval of the Director of Athletics or the Director of Student Activities and communicated in writing to the student participants before his/her activity begins.
- Students suspended from school will not be allowed to participate in activities or athletics while they are on suspension. Additional consequences from the athletic or student activities department may also follow.
- The Dean's Office will be notified of all violations of the Code of Conduct and the consequences of the infraction. In addition to the penalties imposed by the Code of Conduct, such infractions will also be subject to appropriate Board of Education disciplinary policies.
- Sophomore, Junior, and Senior students will not be allowed to serve a Code of Conduct suspension in any sport in which they have not previously participated.

SECTION B – Procedures

A student may be suspended from participation in any activity according to the following procedures:

- All reports of violations of the Code of Conduct are to be made either to the Director of Athletics or to the Director of Student Activities.
- The director of the respective activity shall contact the student, parents, coach or sponsor to inform them of the violation and the procedures to be followed. If requested in writing, a meeting shall be scheduled within three (3) school days. This meeting shall include the director of the activity, the student, his/her parents, if they desire, and the student's coach or sponsor.
- The director and coach or sponsor will determine the course of action. The student and his/her parents shall be notified of the decision immediately.
- Any student who violates the guidelines and/or does not satisfactorily complete the season or activity may not be eligible for any awards or special recognition given for participation in the activity. Furthermore, a student who holds an elected or appointed office or position (i.e., peer leader, team captain, student organization officer) may be required to relinquish said position upon violation of the guidelines.
- Penalties will be applied in every activity in which a student participates. Penalties will be applied in the current or upcoming sport and/or performance activity in which a student participates. Any offense constitutes a violation for the purposes of all activities covered under the guidelines.

SECTION C – Guidelines for Action

Consequences for Code of Conduct infractions by athletes and activity participants are determined by the following guidelines. There is no differentiation of consequences for in-season or out-of-season participation, and a penalty may carry over from season to season and/or year to year. The consequences may exceed the minimum guidelines due to the egregious nature of the infraction. Rule enforcement will be consistent and immediate.

ATHLETICS

1st Offense: Suspension from 10% of the season for all general Code of Conduct violations as well as use of tobacco or tobacco products or 20% of the season for other illegal substances as defined by Board Policy 8460. Student-athletes may be referred to a counselor regarding issues related to the violation. All suspensions are to be rounded to the higher full game or contest.

2nd Offense: Suspension from 30% of the season for all general Code of Conduct violations as well as the use of tobacco or tobacco products or 60% of the season for other illegal substances as defined by Board Policy 8460. The student-athlete will be required to attend an educational program for issues related to the violation that has been approved by the counseling and athletic departments. All suspensions are to be rounded to the higher full game or contest.

3rd Offense: Suspension from all athletics for one calendar year.

Consequences resulting from Code of Conduct violations may be carried over from season to season and/or year to year.

STUDENT ACTIVITIES

Clubs and Organizations: special interest clubs, student government, class boards, honorary societies

1st Offense: Suspension from club meetings/activities for not less than four (4) weeks for all general Code of Conduct violations as well as the use of tobacco or tobacco products or not less than seven (7) weeks for other illegal substances as defined by Board Policy 8460. Participants may be referred to a counselor regarding issues related to the violation.

2nd Offense: Suspension from club meetings/activities for not less than nine (9) weeks for all general Code of Conduct violations as well as the use of tobacco or tobacco products or not less than eighteen (18) weeks for other illegal substances as defined by Board Policy 8460. Participants will be required to attend an educational program for issues related to the violation that has been approved by the counseling department and the Director of Student Activities.

3rd Offense: Suspension from club meetings/activities for one calendar year.

Consequences resulting from Code of Conduct violations may be carried over from event to event and/or year to year.

Student Performance Organizations: music, speech, debate, drama, dance, sports-related activities

1st Offense: Students who are in violation of general Code of Conduct rules as well as the use of tobacco or tobacco products will not be permitted to participate in and/or audition for the next major performing event and/or shall serve two (2) Saturday detentions. Students in violation of rules regarding illegal substances as defined by Board Policy 8460 will not be permitted to participate in and/or audition for the next performing event and/or shall serve four (4) Saturday detentions. Participants may be referred to a counselor regarding issues related to the violation.

2nd Offense: Suspension for at least the next performances for all general Code of Conduct violations as well as the use of tobacco or tobacco products or the next two (2) performances for other illegal substances as defined by Board Policy 8460. Participants will be required to attend an educational program for issues related to the violation that has been approved by the counseling department and the Director of Student Activities.

3rd Offense: Suspension from performing events for one calendar year.

Consequences resulting from Code of Conduct violations may be carried over from event to event and/or year to year.

SECTION D – Right of Appeal

A student and/or his/her parents may appeal a decision by writing a letter to the director of the respective activity with copies to the principal, within three (3) school days following the meeting set forth in Section B. This letter should request a hearing with the administrative staff as designated by the principal.

Within five (5) school days after the letter is received, the school will notify the parents and the participant of the time and place of the appeal hearing. The school's administrative staff will hear the case and will take action that they consider appropriate. During the time between the original decision and the appeal hearing, the principal has the authority to waive the action which has been taken.

SECTION E-Voluntary Disclosure

Any student who voluntarily reports a violation of the Code of Conduct may be subject to a lesser penalty but the violation will count as an offense. The student may be required to attend an educational program that has been approved by the counseling department. Voluntary disclosure resulting in an "offense" penalty may be used only once by a student during his/her enrollment at the Glenbrook High Schools.

INDEX

Absences and Makeup Work	7	Glenbrook Team Program	9	Property Damage	24
Abusive or Foul Language	20, 22	Governance of School	29	Public Notice-Discrimination, Disability, Equal Access	4, 35
Academic Dishonesty	47-48	Grade Point Average	6	Reciprocal Reporting Agreement	34
Accidents	16	Grade Reports (Report Cards)	7	Repeat of Courses	8
Advanced Placement	5	Grading and Grading Symbols	8	Resources and Interventions	15
Areas Not Open for Student Parking	28	Graduation Requirements	9	Restricted Study Hall	24
Athletic/Physical Education Waiver	11	Guest Speakers	30	Request for Homework Assignments	6
Athletics	19	Guided Studies	9, 10	Safety Procedures	10
Attendance	21, 29, 43-44	Guidelines Regarding Student Rights Violation of Guidelines	35	Saturday Detention	24
Bomb Threats	22	Hall Policy	23	Schedule Changes	12
Building Hours	22	Harassment	46	School Bus	24
Bus	41, 34	Hate Speech at Contests, CSL Protocol	20	School Counselors	14
Calendar for College Standardized Test Dates	14	Hats/Head Coverings	25	School Organizations	30
Card Playing/Gambling	22	Hazing, Bullying, or Aggressive Behavior	61-62	Search & Seizure	49
Career/College Information	14	Health Services	16	Second Semester Senior Final Exam Policy	9
Coaching Staff	19	Homebound Instruction	13	Smoking	24, 39-40
Code of Conduct	50	Homework Assignments	6	Snowballs	25
College Applications	4	Honor Roll	11	Special Education	13
Competency Tests	4	Honor Courses Differentiation	5	Student Assistance Program	15
Computer/Technology/Network Resources	48-49	Illegal Substance	22, 40-42	Student Athletic Transportation	19
Concurrent Enrollment	8	Illness	23	Student Behavior Policies	37
Conduct in Cafeteria	23	Information Directory	4	Student Center Mall	25
Core Beliefs & Learning Outcomes	2-3	Insubordination	23	Student Dress	25
Correspondence & Internet Courses	6	Laboratory Assistant Program	11	Student Guests	28
Course Designations	6	Laser Pointer/Laser Lights	23	Student Identification	25
Course Selection & Placement	5	Late Arrivals	12	Student Images	49
Credits	6	NCLB Teacher Information	12	Student Parking Areas	28
Dean's Office	21	Lockers	30	Student Records	31-34
Detention	39	Loitering	23	Student Resource Time	42
Developmental Learning Services	13	Lost & Found	4	Student Rights & Responsibilities	29-49
Directory Information & the Military	34	Lunchroom Procedures	23	Student Searches	25
Dissemination of Information	30	Map	26-27	Student Services	14
Early Dismissal	12	Medications	16	Student Use of School Equipment & Facilities	19
Educational Counseling Program	14	National Honor Society	12	Students Who Have Been Suspended or Expelled	25
Early Graduation	12	911 Calls	22	Substance Abuse	14-15, 22, 40
Early Release	22	Off-Campus	23	Suspension	25, 37-40
Electronic Devices	22	Open Lunch	23	Tardiness	21, 44
Emergency Calls	4, 41	Parent Groups	18	Team Program	9
Excessive Show of Affection	22	Parking	43	Technology & Network Resources	48-49
Excuses from Physical Education	16	Pass-Fail Program	7	Test Dates	14
Extra-Curricular Activities	17	Passive Video Surveillance Monitoring	24	Testing, Physical Education	10-11
Fire Alarms	22	Peer Group Counseling	14	Traffic & Parking	43, 49
Fighting (wrestling, rough-housing, pushing, shoving)	22	Personal Appearance	29	Traffic Safety Code	42
Final Examinations	8	Personal Property	34	Trainer	19
Fine Arts/Applied Arts Credit	9	Phone Messages	24	Transcripts	31
Forgery	22	Physical Education Grading Procedure	10	Tutoring of Students	10
Freedom of Expression	30	Physical Education Locker Room & Uniform Procedures	10	Vehicle Parking Regulations	25
Freedom of Petition	30	Physical Examinations	16	Visitors	28
Gambling	22	Physical Education Make-ups	15	Weapon Possession	42
Games	23	Policy on Courses Taken In Non-Glenbrook Summer Programs	8	Wireless Communication Devices	22
Glenbrook Academy of International Studies	9	Pregnant Students	34	Withdrawal from Class	12
Glenbrook Scholars	6				

Glenbrook North Daily A/B Bell Schedule

BLOCK 2/3 8:00 – 9:33 93 minutes		
9 minutes		
BLOCK 4/5 9:42 – 11:12 90 minutes		
9 minutes		
LUNCH 1 11:21 – 12:06 45 minutes	BLOCK 6/7 11:21 – 12:06 45 minutes	BLOCK 6/7 11:21 – 12:51 90 minutes
BLOCK 6/7 12:06 – 1:36 90 minutes	LUNCH 2 12:06 – 12:51 45 minutes	
	BLOCK 6/7 12:51 – 1:36 45 minutes	
9 minutes		
BLOCK 8/9 1:45 – 3:15 90 minutes		

***Early Bird classes meet
Monday through Friday
7:05 – 7:50 am***



Elaine Geallis <egeallis@glenbrook225.org>

Re: FOIA request for records- 2020 Paving, Roofing and Interior Renovations

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Mon, Mar 2, 2020 at 11:14 AM

To: Gerardo Mendez <GMendez@iiffc.org>

Bcc: egeallis@glenbrook225.org

Dear Mr. Mendez,

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 2/28/20 we received your request for the following information regarding 2020 Paving, Roofing and Interior Renovations:

1. Please advise if the projects have been awarded, to whom they've been awarded, the start date, and estimated end date

District Response:

The bids are expected to be awarded Monday, March 16th. The estimated start date is June 10th and completion is August 10th.

2. Please provide bid packages on all 3 of the lowest bidders

District Response:

Please see the attached document. Should you need additional information, please contact Kim Ptak at kptak@glenbrook225.org.

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, Feb 28, 2020 at 10:13 AM Gerardo Mendez <GMendez@iiffc.org> wrote:

To Whom it May Concern:

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140/1 et. Seq.), the Indiana, Illinois, Iowa Foundation for Fair Contracting (III FFC) respectfully requests the following information regarding 2020 Paving, Roofing and Interior Renovations:

1. Please advise if the projects have been awarded, to whom they've been awarded, the start date, and estimated end date

2. Please provide bid packages on all 3 of the lowest bidders

As a not-for-profit organization serving the public interest, we respectfully request the waiver of any fees for copying the requested records. If there are any fees, please bill our office and provide us with your public agency's statutory compliant schedule of allowed fees. Once received, we will remit payment for the requested material. Please send the requested documents via email to gmendez@iiifc.org. If any portion of this request is denied, please cite the specific exemption(s) that allows the denial. If the public agency has an appeal procedure, please provide the name, title and address of the person to whom the appeal should be sent. We appreciate your handling this request as soon as possible and we look forward to hearing from you within the limits allotted by the law. This information is not for use for commercial or solicitation purposes.

Thank you,

Gerardo Mendez

Construction Analyst

Indiana, Illinois, and Iowa Foundation

for Fair Contracting

6170 Joliet Road, Suite 200

Countryside, IL 60525

Phone : 815-529-0250

Email: gmendez@iiifc.org



Elaine Geallis <egeallis@glenbrook225.org>

Re: FOIA for current vending and coffee services

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Thu, Mar 5, 2020 at 1:22 PM

To: Liat Segal <liat@yamivending.com>

Bcc: egeallis@glenbrook225.org

Dear Ms. Segal,

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 2/28/20 we received your request for the following information:

- Current vending and coffee services contract and/or any previous RFP documents pertaining to the same current services.

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 Tue, Feb 13, 2018 at 1:10 PM Liat Segal <liat@yamivending.com> wrote:

To whom it may concern,

Please allow this email to service as a request for information per FOIA. I am looking to receive the current or most recent year's vending and coffee service contracts and/or the winning bid on both of these services if possible.


Should you need any further information, please do not hesitate to contact me.

Thank you in advance!

Sincerely,

Liat Segal, Owner

Yami Vending, Inc.
[8141 Austin Ave.](#)
[Morton Grove, IL 60053](#)
224-628-5600
[www.yamivending.com](#)

 441K

VENDING SERVICES AGREEMENT

This Vending Services ("Agreement") is made as of the 1st day of June, 2019 (the "Effective Date"), by and between MARK VEND COMPANY ("Vendor"), and Quest Food Management Services at Glenbrook High School District 225 ("Customer").

1. Agreement as to Equipment. Customer and Vendor hereby agree that, while this Agreement is in effect, Vendor shall have the exclusive right to provide the following services and supply the following products: (a) install, operate, supply and service automatic vending equipment ("Vending Services Equipment") for the dispensing of food, juice and other non-alcoholic beverages ("Vending Products"); at Customer's premises listed on Schedule A, attached hereto and any additional premises occupied by Customer (the "Premises").

2. Customer's Acknowledgment Regarding Exclusivity. Customer hereby acknowledges that Vendor will expend significant resources in purchasing and installing the Equipment, and as such, Vendor requires the exclusivity provisions contained herein in order derive economic benefit from this Agreement.

3. The Premises. Customer hereby agrees to keep the Premises where the Equipment is located clean and safe and to maintain in good and safe working condition all electrical, plumbing, sanitary, heating, ventilating, internet communication lines and other facilities/appliances used in connection with the Equipment on the Premises where the Equipment is located. Customer shall furnish and bear the cost of all utilities necessary for the continuous operation of the Equipment and shall furnish suitable utility outlet for use by the Equipment. Customer agrees to provide Vendor with reasonable access to the Equipment in order to allow Vendor to collect money from, restock and service, and to remove and/or replace, the Equipment in accordance with the terms and conditions hereof.

4. Payments and Terms. Vendor will pay Customer commissions on net sales (the vend price minus any sales tax) made through the Vending Equipment as set forth on Schedule B attached hereto. All applicable credit card fees for such sales will be deducted from Customer commissions. Customer commissions will be due and payable twenty (20) days following month end. Detailed reports of purchases by, commission, machine and location will be submitted with commission check.

5. Goods and Services Sold and Price. Initially, the prices charged will be as set forth on Schedule B attached hereto. Customer and Vendor each acknowledge and agree that the wholesale prices of goods provided by Vendor hereunder fluctuate. Vendor shall have the right to change the pricing for the Vending Products provided hereunder upon obtaining the prior consent of Customer, which consent shall not be unreasonably withheld, delayed or conditioned.

6. Ownership of the Equipment. Customer acknowledges and agrees that the Equipment and any replacements or additions thereto shall at all times remain the property of Vendor, and that Customer shall acquire no proprietary rights in any of the Equipment by virtue of this Agreement. Customer also agrees that it shall not permit the removal from the Premises of any of the Equipment except by Vendor. Customer shall notify Vendor promptly of any failure of the Equipment to function properly. Customer agrees to permit only authorized agents of Vendor to remove, open, attempt to repair or otherwise tamper with the Equipment. Vendor shall have the right to change, replace, or remove any item of Equipment in order to best align the Equipment with realized sales. Vendor shall not charge Customer for any such change, replacement or removal (unless such change, replacement or removal is done as a result of damage to or theft of any Equipment by Customer or its agents or employees).

7. Term of Agreement; Termination. This Agreement is effective as of the Effective Date and continues through the 1st day of June, 2022 ("Initial Period"), and shall automatically renew for successive 12 month renewal periods ("Renewal Periods", and, collectively with the Initial Period, the "Term") unless either party gives written notice of non-renewal sixty (60) days prior to the end of the then-current term (such termination to be effective at the expiration of such Initial or Renewal Period); provided, however, that:

(a) if Vendor fails to perform its obligations hereunder, and such failure shall continue for a period of thirty (30) days after Vendor receives written notice specifying such failure from Customer (the "Vendor Cure Period"), then Customer may terminate this Agreement upon thirty (30) days written notice received by Vendor following the expiration of the Vendor Cure Period; and

(b) in the event that (i) Customer fails to pay any amount hereunder when due or fails to perform any of its other obligations hereunder, or (ii) this Agreement fails to generate sufficient net income to Vendor, and, in any such case, such failure continues for a period of thirty (30) days after Customer receives written notice specifying such failure from Vendor (the "Customer Cure Period"), then, in any such case, Vendor may terminate this Agreement upon thirty (30) days written notice received by Customer following the expiration of the Customer Cure Period.

Customer shall be responsible for all charges incurred hereunder through the effective date of termination and shall pay all properly invoiced amounts (including invoices received after the termination date for supplies and services rendered prior to the termination date). Upon the termination of this agreement, Vendor shall have reasonable access to the Premises to remove all Equipment and unsold goods.

8. Insurance Provisions; Damage to Equipment. At all times during the Term, Vendor will carry insurance coverage in amounts consistent with industry practice. Such insurance shall not subject to any non-standard exclusion from, restriction of, or limitation in, coverage or any material difference in deductibles, as then standard in the industry. Upon request by Customer, Vendor shall, within ten (10) days of such request, provide applicable insurance certificates evidencing such insurance coverage. In partial consideration of Customer's use of the Equipment, Customer will keep the same (including any replacements) insured, at all times during the Term, at replacement value for the benefit of Vendor for all perils. Customer shall be responsible for all damage to or theft of the Equipment.

9. Limitation on Liability. Notwithstanding anything to the contrary herein, Vendor's liability for any loss arising out of the products or services provided to Customer shall be limited to the sum of (i) the net income to Vendor for sales made hereunder in the contract year during which the loss occurred; and (ii) the aggregate amount of insurance actually collected by Vendor with respect to such loss.

IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY PUNITIVE, INCIDENTAL, INDIRECT OR CONSEQUENTIAL DAMAGES (COLLECTIVELY REFERRED TO AS "SPECIAL DAMAGES") OF ANY KIND IN CONNECTION WITH THIS AGREEMENT, EVEN IF THE PARTY WHO IS LIABLE HAS BEEN INFORMED IN ADVANCE OF THE POSSIBILITY OF SUCH "SPECIAL DAMAGES."

10. Cancellation Fee. In the event that Customer breaches the exclusivity provisions hereof or terminates this Agreement wrongfully (including, but not limited to, a breach of the terms and conditions of Section 7(a) hereof); then Customer shall pay as a cancellation fee (and not as a penalty) the following: (a) 50% of the average monthly gross sales hereunder prior to such breach (with such amount to be reasonably estimated in the event the breach occurs during the first month of this Agreement) multiplied by the number of remaining months (or partial months) on the then-current term of this Agreement and (b) all costs (including reasonable attorneys' fees) of Vendor in enforcing its rights hereunder.

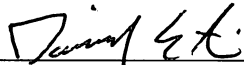
11. Miscellaneous Provisions. This Agreement, together with Schedule A and Schedule B, each as amended from time to time, represents the entire agreement among the parties as to the subject matter hereof, and can be amended only by written agreement executed by both parties. Vendor shall have the right to assign this Agreement in whole or in part. The laws of the State of Illinois shall govern this Agreement. Each party represents and warrants that the officer executing this Agreement on its behalf has all necessary corporate and legal approval to do so.

The parties hereto have executed this Agreement as of the day and year first above written.

[Customer]

MARK VEND COMPANY

By: _____

By:  _____

Name: _____

Name: Daniel Stein

Title: _____

Title: Vice President

SCHEDULE A

Locations:

1835 Landwehr Road, Glenview, Illinois
 4000 W. Lake Ave., Glenview, Illinois
 2300 Shermer Road, Northbrook, Illinois

SCHEDULE B

Vending Pricing:

	Vending Pricing Group	Product	2019 Vend Price	Cus Comm %
GBN GBS Ques FMS	12oz Can Beverage	12oz Can Beverage	\$ 2.00	25%
GBN GBS Ques FMS	20oz Sports Drinks	20oz Sports Drinks	\$ 2.50	25%
GBN GBS Ques FMS	20oz Water	20oz Water	\$ 2.50	25%
GBN GBS Ques FMS	Mint	6 Stick Gum & Mint	\$ 1.25	25%
GBN GBS Ques FMS	Bag Cookies & Snacks	Bag Cookies & Snacks	\$ 1.75	25%
GBN GBS Ques FMS	Candy	Candy	\$ 1.75	25%
GBN GBS Ques FMS	Chips Large	Chips Large	\$ 1.60	25%
GBN GBS Ques FMS	Pop Tarts	Pop Tarts	\$ 1.75	25%
GBN GBS Ques FMS	Rice Krispies	Rice Krispies	\$ 1.75	25%
GBN GBS Ques FMS	Bag Candy	Bag Candy	\$ 3.00	25%
GBN GBS Ques FMS	Nutrition Bars	Kind Bar Fruit Nut Delight 1.4oz	\$ 2.75	25%
GBN GBS Ques FMS	Nutrition Bars	Kind Bar Drk Choc Cher Cash 1.4	\$ 2.75	25%
GBN GBS Ques FMS	Nutrition Bars	Luna Mint Chocolate Chip 1.59oz	\$ 2.75	25%
GBN GBS Ques FMS	Nutrition Bars	Goodnessbar Cranbery DrkChoc1.2	\$ 2.75	25%
GBN GBS Ques FMS	Nutrition Bars	Kind Bar Choco Mocha Almond1.4oz	\$ 2.75	25%
GBN GBS Ques FMS	Nutrition Bars	ClifBar Cool Mint Choco 2.4 oz.	\$ 2.75	25%
D225 1835 Landwehr Rd	20oz Sports Drinks	20oz Sports Drinks	\$ 1.80	0%


D225 1835 Landwehr Rd	20oz Water	20oz Water	\$ 1.25	0%
D225 1835 Landwehr Rd	6 Stick Gum & Mint	6 Stick Gum & Mint	\$ 1.00	0%
D225 1835 Landwehr Rd	Bag Cookies & Snacks	Bag Cookies & Snacks	\$ 1.25	0%
D225 1835 Landwehr Rd	Candy	Candy	\$ 1.25	0%
D225 1835 Landwehr Rd	Chips Large	Chips Large	\$ 1.25	0%
D225 1835 Landwehr Rd	Chips Small	Chips Small	\$ 1.00	0%
D225 1835 Landwehr Rd	Pop Tarts	Pop Tarts	\$ 1.25	0%
D225 1835 Landwehr Rd	Speciality Snacks	Snyders Natural Veggie 1.25oz FP	\$ 1.25	0%
D225 1835 Landwehr Rd	Speciality Snacks	Pirates Booty Aged Cheddr 1oz FP	\$ 1.25	0%
D225 1835 Landwehr Rd	Speciality Drinks	FlorNat Apple Juice Can 11.5 oz.	\$ 1.40	0%
D225 1835 Landwehr Rd	Speciality Drinks	FlorNat Orange Juice Can 11.5 oz	\$ 1.40	0%
D225 1835 Landwehr Rd	Speciality Drinks	FlorNat Cran Apple Can 11.5 oz.	\$ 1.40	0%

Acknowledged and agreed by the parties, effective the 1st day of June, 2019.

[Customer]

MARK VEND COMPANY

By: _____

By:  _____

Name: _____

Name: Daniel Stein

Title: _____

Title: Vice President