

Student Services Report
December 13, 2010

Glenbrook High School District 225 is a learning community dedicated to students and committed to quality of thought, word, and deed.

Overview

Many adolescents struggle with social-emotional concerns, family stressors, substance abuse, inconsistent decision-making, and in some cases a sense of invincibility. Students attending District 225 are not unlike teenagers across the country. Although our school system is academically rigorous and financially well supported, many of our students experience a range of social-emotional factors that may negatively impact their academic performance. Some students suffer from mild levels of depression, anxiety, or external stressors, while other students become immobilized by elements of these conditions. Students who struggle with chronic mental health issues may require treatment throughout their adult lives. Unfortunately, the State of Illinois lacks in resources for mental health services, a condition which will probably worsen given its current fiscal outlook.

Challenges

Due to decreasing insurance coverage for mental health over the past several years, schools are responding to an increased demand to provide these social-emotional supports. We are fortunate to have many resources; however, it is important to periodically conduct a thorough review to ensure that we are providing quality services.

A Multi-Tiered Delivery System

Response to Intervention (RtI) is a recent, federally mandated school reform designed to ensure that all students benefit from high quality instruction. RtI is not a special education initiative, but rather a means for providing timely and targeted resources for students requiring additional supports and interventions to improve skills and attain academic success. The Glenbrooks have provided these valuable resources for decades making the transition to RtI's three-tiered approach to intervention a natural one. APPENDIX A outlines State goals for social emotional learning that are included in Tier I, Tier II and Tier III supports in this context throughout the district.

The following is a three-tiered overview of social emotional supports and services:

Tier I: Curricular and extra-curricular offerings enveloping all Glenbrook students.

Tier II: Targeted supports which may include the Student Services Department.

Tier III: Intensified services which may include Special Education.

All students have access to specialized community resources. School personnel collaborate with families to access these resources in pursuit of academic and mental health.

Tier I Supports

Curricular Offerings: General curricular offerings in several academic domains include units that educate students about social emotional concepts. Specifically, courses in physical education, health, psychology and science provide examination of depression, anxiety, suicide, substance abuse, and other mental health issues. Exposure to these realities in a safe learning environment allows students access to elements of mental health education. APPENDIX B of lists relevant State goals in the area of health education that is reflective of the health curriculum at both schools. APPENDIX C provides a sample syllabus that lists topics covered in a typical health class.

Class Act (GBN): Class Act identifies and celebrates good behavior and decision making. Most importantly, Class Act promotes respect for one another and respect for our learning community. Faculty members on this school-wide committee design several activities throughout the school year honoring GBN students. Class Act grams can also be sent when good, respectful or kind behavior is observed.

Social Norms: The Student Assistance Programs (SAP) from GBS and GBN highlight positive and healthy decisions made by our students. These laminated postings are displayed in high traffic areas and serve to reinforce the healthy behavior exercised by the large majority of our student bodies. These Social Norms were derived from data compiled from the Illinois Youth Survey.

School Rules: Student Rights and Responsibilities, Code of Conduct and The Student Handbook communicate school rules and expectations and means for securing assistance for oneself or ones' peers. Students are required to sign a receipt indicating that they have received and read the student handbook. Teachers, coaches and club sponsors educate students about the expectations expressed in these documents.

School Counselor: The role of the school counselor is varied and complex. Counselor responsibilities include: academic advisement; graduation credit status updates; college application process; individual counseling (academic and social-emotional); problem-solving with the student(s); data collection when a student is performing poorly; monitoring student progress; collaboration and consultation with individual teachers; parent communication; collaboration and consultation with school deans, nurses, social workers and psychologists; consultation and collaboration with private tutors, psychologists and social workers; implementation of accommodation plans; implementation of intervention plans when appropriate. The counselor also assumes many additional roles required by individual students, and assists in identifying specialized resources, as necessary.

Guidance Curriculum: The Glenbrooks provide a four-year curriculum that consists of structured developmental experiences presented systematically through classroom and group activities for all students. The purpose of this curriculum is to promote positive mental health and to assist in acquiring and using life skills. Lessons include learning style, multiple intelligence, and self-assessment to aid in decision making, career exploration and overview of the college application process.

Peer Group: Peer Group is a program offered to freshman. The District Peer Group Program is coordinated by GBN School Counselor, Margaret Sullivan, and staffed by seven faculty

members from each building. Pairs of seniors lead each peer group section of freshman. The co-leaders facilitate discussion regarding numerous topics throughout the semester, some of which include social-emotional functioning, decision making and substance abuse. Furthermore, since last school year, the Illinois Social-Emotional Learning Standards have been implemented into this curriculum.

Sophomore Advocacy (GBN): Sophomores are assigned to an Advocacy class. Class size is approximately 20 students with one teacher. This class meets during SRT (Student Resource Time) and the advocacy teachers structure lessons on decision making, relationships with others, where to go to receive academic assistance, and developing a trusting student-teacher relationship.

All School Workshops (GBN): Once each semester, our entire learning community focuses on a concept that builds respect and togetherness. All School Workshops in the past have focused upon mental and physical health, personal decision making regarding harmful substances, empathy for differences in people, and other lessons designed to improve student life.

Police Liaison Officer: Each building has a full-time police liaison officer from the local police department. This individual develops relationships with most of the student body, and can serve as a resource for students. Many students approach this person to problem-solve personal difficulties they may be experiencing.

Deans Office: Each building staffs several deans to educate students about school rules. While the primary responsibility of the deans is to enforce school rules and oversee safety, they also serve as another resource in providing support to students experiencing a wide range of emotionally charged situations.

Social Emotional Team: This new building level team which is comprised of faculty members across disciplines meets regularly to discuss the overall and specific social emotional development of our students. This team is charged with the task of reviewing the three-tiered system of social emotional interventions offered within each school setting.

Extra-Curricular Offerings: Overall, we are proud to report that approximately 90% of our students in the District participate in extra-curricular offerings. Each building offers over sixty clubs and activities. The athletics programs in each building support 29 varsity sports which includes over 65 lower level programs. In addition, each building offers the following facilities: a fitness center, field house, aquatic center, outdoor track, tennis courts, baseball and other athletic fields, several auxiliary gyms, main gym, wrestling room, dance studio, football/soccer stadium and athletic training facilities.

All activity sponsors and coaches stress the importance of appropriate decision making, including the commitment to reject harmful substances.

Staff Development: The Glenbrooks target staff development for faculty members based on identified needs. In addition to individual staff development, late arrival days, department and faculty meetings and the March Institute Day are often used to implement these training sessions. Over the past several years, staff development has included strategies for identifying and working with students who are at-risk for school failure.

In addition, all faculty members new to the district attend full-day training about warning signs for behaviors of concern. The training includes presentations from police and community agencies that deal with students in crisis. This program sets a tone for new employees and underscores our collective responsibility to shepherd the students in our community.

Student Centered Approach: Many students and their friends recognize when they are experiencing significant stress in their lives, and often seek resources to alleviate these symptoms. Many students understand their social-emotional health, and trust that they need ongoing support and interventions to be successful in school. For students who are less self-aware, student, parent, and staff referrals identify these students as young people who need additional resources and supports. Student Services has succeeded in nurturing a culture in the Glenbrooks that encourages openness toward mental health intervention.

Family Partnerships: It is essential that school staff members collaborate with parents as soon as social-emotional concerns arise. It is our philosophy to develop a strong and trusting partnership with parents in order to provide the support students need.

Staffing Model: The district's staffing model is formula-driven to insure that sufficient personnel are in place to meet the needs of all students. Staffing ratios are used to insure adjustments are made in response to student enrollment figures (Guidance Counselors 250:1, Deans 900:1). Each school is allotted 2.0 FTE of social work and 1.0 FTE of social work for the Student Assistance Program (SAP). The schools are currently studying a different approaches in the delivery of services.

Tier II Supports

Transition Studies (GBS): This program offers students a small class section (eight to ten students) to work with a teacher to refine organizational skills. The peer group does not generally present serious history or present issues related to mental health or discipline.

Guided Studies: Guided Studies currently serves students, who through referral, have been identified as at-risk. The majority of these referrals are for students who are in some type of crisis that significantly impacts their ability to sustain effort in school. Guided Study referrals also include poor performance (multiple failures) or low ability. All referrals are presented by a counselor to the building's multidisciplinary team and are based on referral issues that benefit from placement as determined by data collection.

Student Groups: Groups are formed to help students work on similar issues. Groups focus on the needs of our students and may include anger management, social skills training and after-care for students in recovery from drug or alcohol abuse. These groups are provided to both general and special education students. Student Services also supports student organizations including Peer Mediation, Peer Leaders and leadership forums for minority students.

Individual Social Work: Social work is provided for students on an individual basis to help students remain focused on academics. School social workers are the primary link we have in making necessary connections with outside providers when a student's issues require ongoing therapy and or medical intervention.

Homebound/ Hospital: Instruction and tutoring are provided for students who are ill and unable to attend school for a period of two or more weeks.

Health Office: In addition to maintaining student health records, the Health Office provides assessment and immediate care for the Glenbrook community. The Health Offices, in conjunction with the Glenbrook Hospital, coordinates a Family Health Clinic operating out of Glenbrook Family Care for needy families. During the current school year, the Health Office is also working with the hospital to provide psychiatric care.

Alternate Instruction: In rare instances, chronic absence may result in alternative education or a withdrawal from a course. The guidance department works with teachers and instructional supervisors to identify and enroll students in an alternative opportunity that provides instruction at the appropriate level and or pace.

Section 504 Administration: Section 504 refers to a specific section of the Rehabilitation Act of 1973. The Rehab Act allows persons with disabilities to have access to major life activities including school and education. It is for this reason that public schools may provide reasonable accommodations for persons with disabilities. Evaluation for eligibility is done by the multidisciplinary teams and the implementation of the plans is done by students' counselors.

Transfer Program (GBS): Glenbrook South has 300 transfer students at any given time who often arrive mid-year because of circumstances that, at the very least, are disruptive. The guidance counselor conducts an interview with each transfer student that includes family circumstances, student interests, strengths, apprehension and hopes for the future. The results are forwarded to each teacher, the Student Activities Office and the Athletic Department. Student progress is monitored and involvement in extracurricular activities is coordinated.

Community Network: Both GBS and GBN staff are intricately connected with community resources. In addition to formal links with treatment programs, staff participates and hosts a variety of events. Annual lunches with the clergy, monthly attendance at the Glenview Values organization meetings, the local WRAP organization, NSSSED and the local Crisis Response network are maintained even during summer months. In addition, DCFS, support and participation with Youth Services of Glenview, Erika's Lighthouse, Family Services, Josselyn Center, the Jewish Community Centers, Glenbrook Hospital, Peer Services and local providers are ongoing.

Parent Programming: Student Services staff members believe that it is their responsibility to share their clinical expertise with parents and community organizations. Special Education parent nights, Parents' Association evenings and other targeted programs are provided throughout the course of a school year.

At Glenbrook South, the school's Safe Passages Program is an articulated curriculum for parents that begins with the middle school parent organizations and continues during a student's four years in high school. The evening programs include programming to establish household rules that encourage safety and healthy behaviors. Topics in later years cover mental health and suicide, social norms and factors to consider in launching a child beyond high school. These

programs are also provided by the language liaisons and counselors for Korean and Spanish-speaking parents.

Tier III Supports

Special Education: Students entering the district schools who receive Special Education are articulated in the spring so that goals reflect the needs of the new environment. The IEP is developed in light of service needs in the middle school with consideration of the high school's programs and demands. Because mental health issues often present in adolescence, the multidisciplinary team may authorize an evaluation for eligibility to ensure that all potential resources are made available in educating students with disabilities.

Transition Counselors: Because students with disabilities face hurdles beyond graduation, a transition counselor is also available. Access to higher education, government resources and aid, and viable career planning are encompassed in the transition counseling.

Off Campus/NSA: The district offers a comprehensive and tailored range of services to meet the goals for students with disabilities including the Off-campus program and the North Shore Academy that serves as a public therapeutic day school. Students who require additional support may be provided private therapeutic day programs and residential programs.

Glenbrook Evening School: The Glenbrook Evening School serves both GBS and GBN students. The program operates as its own school; it includes faculty, a principal and a guidance counselor. Students attend in the evening and work or volunteer during the day. Classes are small and reflect the varied needs and interests of students who are unable to succeed in the traditional high school program. The evening school also serves adult members of our community who wish to complete their high school education. Its very deliberate blend of instruction, career counseling and emotional support provides a haven for students who would have failed in a traditional setting.

Conclusion

The Glenbrook High Schools offer a wide-range of services to address the social and emotional needs of students. Pro-active system-wide programs are in place across the district that reach all students (Tier I Supports). These supports include curricular, extra-curricular and student services (Guidance) programming. In addition, a data-driven problem-solving model is used to identify students in need of more targeted interventions and determine whether students are making progress as a result of those interventions. Students identified as being in need of interventions beyond Tier I are provided support through the Tier II and Tier III programming outlined in this report. The schools are continuously refining Tier I curriculum to insure that it meets the needs of all students and assessing the problem-solving approaches used to identify students in need of more intensive supports. Tier II and Tier III interventions are evaluated and developed based upon the emerging needs of students.

APPENDIX A

Illinois Social Emotional Learning Standards:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

APPENDIX B

Relevant Illinois Health Education Curriculum Goals:

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Why This Goal Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

STATE GOAL 23. Understand human body systems and factors that influence growth and development.

Why This Goal Is Important: To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Why This Goal Is Important: From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

APPENDIX C

Welcome to Health!

Health 161

Mrs. Laura Duffy
lduffy@glenbrook225.org

Room 717

Health Office (Room 711)

Phone: 486-4225

Topics Covered:

First Aid/Safety

Lifestyle/ Personal Health

Fitness and Exercise
Eating and Nutrition
Non-communicable Diseases
Stress Management Strategies
Mental Health/Emotions
Depression/suicide
Self-esteem/Decision Making

Social Health

Relationships
Communication/Assertiveness
Sexual Harassment/Rape
Child Abuse

Drugs/Chemical Dependency

Over the counter/prescription
Tobacco
Alcohol
Controlled Substances
Addiction/Codependency/Recovery

Sexuality

Anatomy & Physiology
Male/Female
Fertilization, Pregnancy and Birth
Contraception
STD's
HIV/AIDS

Materials Needed:

- Book: Glencoe Health
- 3 Ring Binder (1" at least)
- Pencil or pen

Student Assessment:

- **Tests and Quizzes (40%)**
- Writing assignments
- Binder/ packet **homework checks (40%)**
- Poster assignments
- Practical testing
- Special small group work
- **Reading assignments (10%)**
- **Class participation (10%)**
- Bonus points (only 2 opportunities!)

Student Learning Tools:

- Glencoe Health book
- Class Discussions
- Guest Speakers
- Videos/DVDs
- Games
- Skits/class activities
- Demonstrations
- Practice situations
- Small group/team work
- Team teaching/peer tutoring

Classroom Rules

1. Think Safety First
2. Respect others on the *inside*, and on the *outside*
3. When someone "has the floor" give him or her your undivided attention

Semester Grade: Quarter 1 = 40%; Quarter 2 = 40%; Final Exam = 20%