



# The Glenbrooks

A COMMUNITY PUBLICATION BY  
GLENBROOK HIGH SCHOOL DISTRICT 225

# Leadership

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## FROM THE SUPERINTENDENT



As your new superintendent of Glenbrook District 225, I've been fortunate to spend a substantial amount of time, throughout the spring and early summer, learning about the community, our staff, and our students. I have enjoyed a wide range of community interactions such as walking in the parades, meetings with municipal leaders and visiting with students in summer school. If you were one of those individuals, I thank you; otherwise, I look forward to a chance to meet soon.

I have found that there's a beauty in beginning any new endeavor. It challenges our minds to grow, learn, and move forward. Coming to the Glenbrooks, I am so excited to meet the wonderful people in these communities and I know that with each interaction, a new inspiration emerges. As I continue my work in the community, I have three key objectives that I hope to bring to the Glenbrooks: honor the past, enjoy the present and create the future.

In my short time in the community, I've come to learn that there is tremendous pride in the Glenbrook schools. This pride is the result of decades of excellence. This excellence is the result of supportive families and community members, dedicated staff and hard-working young people. The evidence of the success of our schools can be seen by the number of generations of families that return to raise their families here. As a new leader of the district schools, it is incumbent upon me to really understand and honor the past of the community. We never want to lose sight of what brings people to choose our community.

At the same time, we cannot be entrenched in the past. We all know that times change and our young people have opportunities that never existed even ten years ago. For example, the rapid growth in the use of high-quality educational technology is upon us. What

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**CAPTION: New Superintendent Dr. Johns enjoys original compositions by our music students.**



seemed cutting-edge a few years ago is common practice throughout young people's lives today. Unfortunately, some of these new developments have cautionary tales that come with them. We know that our young people are facing pressures and issues in ways that can be overwhelming. While these are often culture-wide issues, we know that our schools can be places to help children learn to navigate the benefits and drawbacks of our modern society. Ultimately, we want to provide young people with the tools and resources to grow, learn and enjoy the present.

Finally, because of its rich history and its ability to successfully offer excellent educational opportunity to all students, the district must look out ahead and design educational experiences to prepare our students for the future. Providing our students with the best means possible to continue their growth and development after high school is our key responsibility. Enabling young people to grasp ways that they can create an exciting and compelling future for themselves and their community is a key part of our mission.

At the start of a new school year, we witness how intensely our freshmen and new teachers listen. They seek to understand each other and their roles in the larger experience/environment. As I begin my journey on the leadership team at the Glenbrooks, I hold myself accountable to learning through listening and being present at as many events as possible. I view my work as ensuring that our organization focuses on building relationships and getting results. While these two objectives are often seen as polar opposites, I've learned through experience that they actually are supportive of each other. Achieving results is reinforcing and motivating; whereas, building relationships becomes necessary to getting those results in the first place. In this quest, I would love to hear about your stories. If you see me at an event, please feel comfortable reaching out and sharing with me an honored part of our district's history, something that brings joy to the community and your ideas for the future.

Dr. Charles Johns



## DISTRICT FOCUS

The Board of Education and Superintendent work together to identify district goals and actions for the 2019-20 school year.

Each year, the Board of Education and Superintendent work together to develop district goals, which help determine priorities and promote fiscally responsible use of resources. The goals for the 2019-20 school year focus on five main areas:

### **ACADEMICS, ACTIVITIES, ARTS AND ATHLETICS (4A's)**

- Develop means to improve student performance in academics, activities, athletics and the arts, including alignment of resources and opportunities.
- Continue to study the benefits of physical changes to the buildings to improve learning and expand co-curricular opportunities.
- Responsibly implement an analytical tool to ensure that our broad array of services match the needs of our students. Evaluate data patterns to identify areas to celebrate as well as to improve.
- Review the impact of transitions on learning and develop means to make the transitions a

positive experience for students, parents, and educators. Consolidate transition processes to help ensure they are fair, transparent, and smooth.

- Conclude the homework study and provide a report and recommendations on improved homework principles and practices.
- Implement the use of digital tools to find efficiencies in the course registration process.

### **COMMUNICATIONS**

- Broaden the existing communication plan to more frequently and proactively broadcast accurate positive messages about the district and quickly respond to negative and inaccurate information.
- Evaluate and strengthen the internal communications for all board-level initiatives and issues brought to the board. Prepare the board for critical issues in the district.

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# GLENBROOK NORTH



HIGH SCHOOL

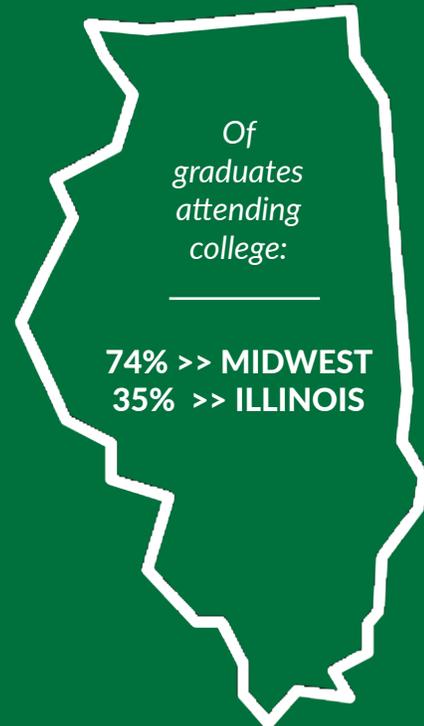
EDITION

## Glenbrook North 2019 College Report

Glenbrook North reported that 95 percent of the graduating class of 2019 is pursuing higher education this fall at 142 institutions.

University of Illinois Urbana-Champaign and University of Wisconsin-Madison are the most popular college choices selected by the former Glenbrook North students, followed by Oakton Community College, Indiana University, Illinois State University, University of Iowa and University of Illinois-Chicago. Some of the other top-attended institutions include University of Colorado-Boulder, Miami of Ohio and DePaul.

In addition, several graduates are taking alternative paths to continuing their education, such as participating in international mission trips, serving in the military, entering the Glenbrook Transitional Program, attending technical institutes and pursuing career education.



**2**

Studying Abroad

**66%**

Public Universities

**34%**

Private Universities

# SPARTAN PRIDE

## Mr. Steve Goodman named Distinguished Teacher for 2019



Steve Goodman has worked at GBN for 17 years, teaching math and computer science. He has led the school's math team to clinching three state championship titles in the last three years, and is also the coding club sponsor.

"In short, this teacher has been the most influential teacher in my life," said senior Kyle Williams, who nominated Goodman for the award.

Williams said Goodman's classes are fun and engaging.

"[He's] truly gone above and beyond, and has had the deepest impact on me as a learner," Williams said. "It has been demonstrated time and again that this teacher cares about us truly as people, and sees us as more than just students ... which speaks volumes about this teacher's empathy level."

Williams said he considers Goodman to be "not only an amazing teacher, but a true mentor."

"This teacher treats all students with the same care and respect," he said.

Principal Dr. John Finan noted that while Goodman is always building relationships with his students and dedicating his time as a coach and leader, he is also developing school spirit in his classes.

"Steve's impact extends well beyond the classroom," he said.

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**"He is clearly a master when it comes to teaching AP Computer Science or AP Stats - or any and all levels of math classes. He is always looking to better himself as a professional through attending workshops and professional development sessions that are at the cutting edge in his field."**

**Dr. John Finan**  
GBN Principal

## Distinguished Alum Thukkaram recounts journey after high school

Glenbrook North Distinguished Alumnus for 2019 Navin Thukkaram made a point to tell students that he didn't receive an award when he attended GBN. "This is the first award that I've received from Glenbrook North," he noted.

Thukkaram, a 1993 graduate of GBN and now technology investor and entrepreneur, gave the following advice for students: "You don't have to have everything figured out; you don't need to know what you're going to do for the rest of your life."

He recounted his path to Princeton and Harvard, then Wall Street and investing. He said GBN contributed to his love of technology and science as well as his interest in engineering.

Thukkaram took AP biology, chemistry, physics and almost every other AP course at GBN. He took advantage of GBN's large science resources, which he credits with his early success. He participated in a science club and was on the math team. He was also on the golf team for four years and recounts Coach LaVerne (Mac) McMillen as the most influential person to him at GBN.

He majored in civil engineering and operations research at Princeton, then spent two years working on Wall Street and two years working in private equity investing. He then attended the Harvard Business School where he graduated with a master's degree in business.

After Harvard, he was a senior associate of Vulcan Capital Management, a private equity firm, where he became partner. In 2008, he started NT Capital Partners, which served as his personal office for investing in startups. NT Capital Partners' first investment was the startup Qwiki, a company awarded the 2010 TechCrunch Disrupt in San Francisco, which labeled it as the No. 1 startup.



He became the chief operating officer of Qwiki in 2011 and in 2013 it was acquired by Yahoo! for \$50 million. He told of the many struggles, having to let go half of the staff and running out of money right before it was sold. "Each setback gets you on the right path," he told students. "How you respond to failure will define you."

Thukkaram also served on the executive panel for the U.S. Chief of Naval Operations, advising the Navy on tech issues, and is the youngest member to serve on the advisory board for the Center for Strategic and International Studies.

He currently is the lead investor and board member of Skykick, a cloud software company. For the future, Thukkaram is focused on giving back, coaching and advising companies.

## Model UN wins on a global stage

There was nothing more inspirational to the nine members of the Glenbrook North Model UN team than filling the seats of world leaders. The team had gathered in the United Nations General Assembly Hall for closing ceremonies of the National High School Model United Nations Conference in New York City.

The team was also an inspiration itself, as it earned a remarkable Third Place nationally at Model UN. The GBN Model UN team of nine students is small but mighty. The club of 25 members had competed in regional competitions until this year when they decided to compete on the global stage.

During the three-day event, they joined thousands of students from 75 countries to participate in simulations of real-world issues and debates. The students serve as delegates and simulate the work of UN committees. As delegates, they research positions of the country, debate issues and role play on the committees.



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**“Model UN taught me critical thinking and analytical skills, as well as forced me to make my writing more concise, active and direct. It also opened my eyes to the depth and complexity of global topics.”**

**Kacie Leidwinger**  
GBN student

“It was intense,” said GBN student Campbell Sharpe. “We discussed one topic for three days straight with the same people. When we got back to the room every night we would organize meetings with other delegates for the next morning before committee.”

The group represented New Zealand and discussed global topics that the small but influential country faces. “Different countries have so many different views that creating consensus and compromise is hard, but when you achieve it it’s wonderful,” said GBN junior Sarosh Nagar.

“This is an awesome accomplishment especially since it was our first time there,” said GBN social studies teacher Jerome Hoynes who with Michael Rast are sponsors of the club. The team meets weekly and is student run, said Hoynes. “Students run the meetings, they develop the topic ideas, talk about how to strategize, how to do their best in committee and they teach the new students,” he said.

At Model UN, the delegates are judged on diplomacy, negotiation, speaking skills, research and committee facilitation. “To be so small and win at that level, means every one of our students must have done very well in each of their committees,” said Hoynes.



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## DISTRICT FOCUS

- Improve the viability of the district website as a key source of content for the district. Improve the user experience by addressing operational and content challenges. Address the needs for programs to have current, accurate and sufficient information to meet the needs of students, parents, and the community.
- Provide communications training to the board and examine means to address inaccurate or misleading public comments.
- Proactively communicate about major issues in the community that merit dialogue. Coordinate with local partners, as much as possible, to expand the communications reach of the district.

### WELLNESS

- Develop a proactively, comprehensive approach to addressing student and staff wellness.
- Provide assistance to students to address stress and anxiety as well as effective executive functioning.

- Continually assess the district for opportunities to improve the safety and address threats such as bullying, trauma and controlled substances.
- Consider ways that data can be used to make meaningful steps to address student wellness.

### SECURITY

- Establish a long-term vision for safety and security in an effective learning environment.
- Develop, implement and continually re-evaluate a comprehensive safety and security plan for the district.

### GOVERNANCE AND POLICY DEVELOPMENT

- Review and revise policies and practices to bring them up to date with statute and school needs. Employ methods of communication to ensure effective and smooth implementation.

## BUDGET

*Strategic use of funds for our future*



**“We continue to be on track to become debt free on January 1, 2028.”**

*Assistant Superintendent for Business Dr. R.J. Gravel*

## Board approves 2019-20 budget

At a regular meeting on September 23, the Glenbrook High School District 225 Board of Education approved the budget for 2019-20. The budget projects \$148,801,936 in direct expenditures and \$139,507,972 in direct revenues. Included in the budget is the purposeful use of \$9,293,964 of existing reserves for a negotiated settlement, improvements to life safety and other school facility enhancement projects.

“This year’s budget represents our ongoing effort to provide excellent educational experiences for our students,” said Assistant Superintendent for Business Dr. R.J. Gravel. “The school district continues to demonstrate fiscal responsibility and commitment to fulfill its goals, as demonstrated by completing our three-year life safety capital projects plan this year. We continue to be on track to become debt free on January 1, 2028.”

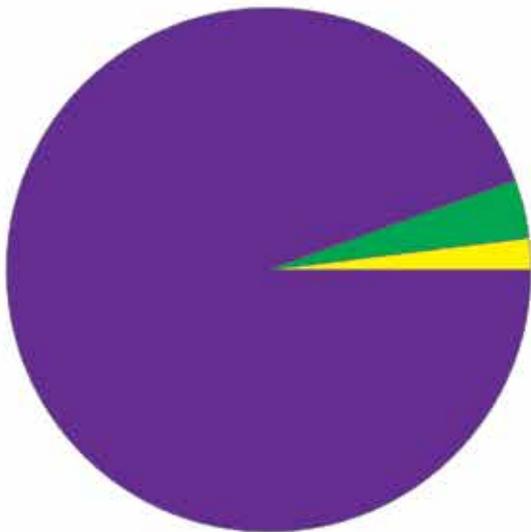
As part of the budget discussion, the Board reviewed the previous fiscal year. Based on preliminary, unaudited figures, the district ended the 2018-19 year with \$140,492,820 in direct revenue and \$141,037,768 in direct expenditures, which included \$6,506,908 in life safety and other school facility enhancement projects.

The community was offered opportunities to provide input on the 2019-20 budget through its posting on the district website for the past two months and a public hearing, which was held on September 9.

# Expenditure

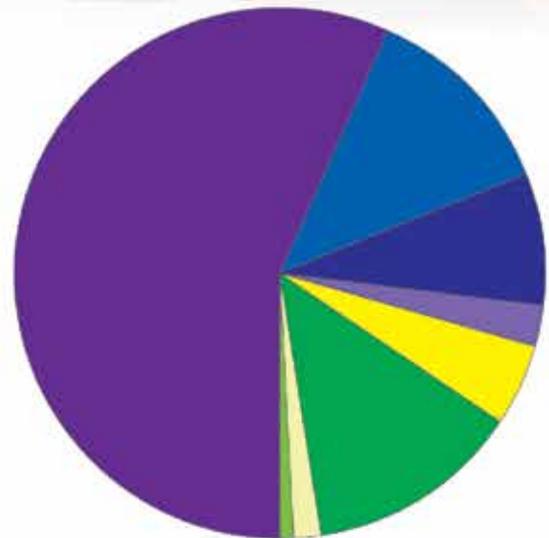


# BUDGET



**DIRECT | REVENUE = \$139,507,972**

- **94.6%**  
Local Sources  
\$131,932,016
- **3.6%**  
State Sources  
\$5,056,821
- **1.8%**  
Federal Sources  
\$2,529,135



**DIRECT | EXPENDITURES = \$148,801,936**

- **56.7%**  
Salaries  
\$84,426,821
- **12.3%**  
Employee Benefits  
\$18,229,132
- **8.0%**  
Purchased Services  
\$11,957,968
- **2.6%**  
Supplies & Materials  
\$3,860,433
- **5.1%**  
Capitalized Outlay  
\$7,636,680
- **13.0%**  
Dues, Fees, Other  
\$19,394,505
- **1.7%**  
Non-Capitalized  
Outlay  
\$2,499,397
- **0.6%**  
Post Employment  
Benefits  
\$797,000

Glenbrook High School District 225  
3801 West Lake Avenue  
Glenview, IL 60026

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Glenview, IL  
Post Office

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RESIDENTIAL CUSTOMER  
LOCAL

N

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

## Non-Attendance Days 2019-20

Nov 11, 27-29

Feb 17

April 10

Dec 23- Jan 3  
Winter Break

March 2

May 25

Jan 17, 20

March 23-27  
Spring Break

**2020 Glenbrook Musical**

RODGERS + HAMMERSTEIN'S  
**CINDERELLA**

April 29 - May 2, 2020

DIRECTED BY  
SUSAN GORMAN

Retired Deerfield High School Director and winner of the Best Director Award at the 2019 Illinois High School Musical Theatre Awards

SHEELY CENTER FOR THE PERFORMING ARTS  
GLENBROOK NORTH HIGH SCHOOL

The poster features a large, ornate blue 'C' for Cinderella, a silhouette of a woman in a red dress standing inside a glowing high-heeled shoe, and a crescent moon in the background.

[WWW.GLENBROOK225.ORG](http://WWW.GLENBROOK225.ORG)

