



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 SOUTH



HIGH SCHOOL

EDITION

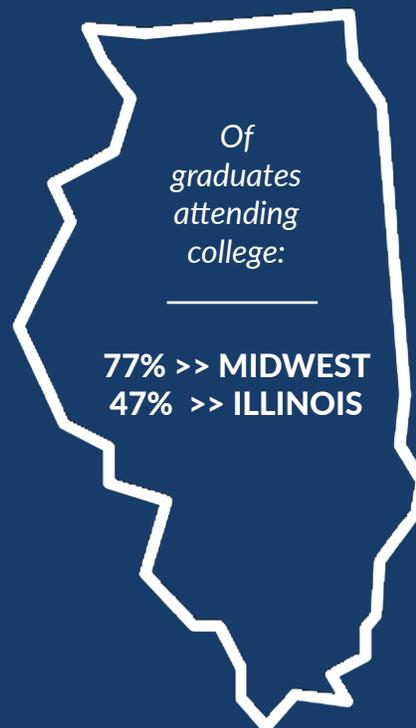
Glenbrook South 2019 College Report

Glenbrook South's class of 2019 reported 96 percent of graduates pursuing higher education this fall at 160 different campuses.

Oakton Community College and the University of Illinois Urbana-Champaign remain the top college choices selected by GBS students.

Some of the other top selected colleges or universities include DePaul University, University of Illinois-Chicago, Indiana University, University of Wisconsin-Madison, Loyola University, Marquette University and the University of Iowa.

In addition, several graduates stated they are taking alternative paths to continuing their education. Seven graduates have entered the military; five reported they will work; five are taking a gap year; and two are pursuing career education.



6

Studying Abroad

9

Playing a Division I Sport

25

Athlete Transcripts Sent to NCAA

5.8

Average Applications

TITAN PRIDE

Distinguished teacher ‘Mando’ cultivates curiosity



Science teacher Despina Mandarino, who was recognized as this year’s Distinguished Teacher at Glenbrook South, is known as a passionate teacher, respected and loved by her students.

“She is admired for the warm and witty classroom environment she is able to create and is a mentor and model to all who know her,” said Science Instructional Supervisor, Jeff Rylander.

Mandarino has taught biology, horticulture and chemistry for 24 years at GBS. Along with teaching science, over the years she has sponsored the Science Club, Asian Culture Club, Biology Club, Chemistry Club, Interact Club, and SAFE club.

“Mando,” as she is affectionately called by her students, offers a deep determination to help her students find success. One student noted, “She is willing to work with any student inside and outside of the classroom to unleash their full abilities. Her humorous attitude and open personality encourage her students to approach her with any problems that arise from classwork...and life.”

If she is not spending her lunch block or after-school hours solving stoichiometry problems with students, she can be found creating flipped classroom review videos so that no student will fall behind. As a second language student herself, Ms. Mandarino invites her English learners to share their own cultures as she shares the richness of hers, offering stories from her own personal experience of learning a new language and culture. In the chemistry classroom, she helps students achieve what they thought was beyond them.

“The most passionate of teachers, a storyteller extraordinaire, a caring friend and confidant” are phrases that have been used to describe this respected colleague and beloved teacher.

“Ms. Mandarino breathes life into her classroom, cultivates curiosity in young minds, and is always pushing her students to reach their full potential.”

Jeff Rylander

Instructional Supervisor, Science

Dudley Beauty Corp CEO named Distinguished Alum

A notable business leader and humanitarian, Ursula Dudley imparted some of her wisdom to students and told them her motto is “Where much is given, much is required.”

Graduating with the GBS Class of 1984, Ursula is now the second generation in the Dudley family business and is responsible for defining the brand as the premier beauty company for the multicultural market.

She said her goal is to “enrich women’s lives so they can see their beauty on the outside and the inside.”

Ursula came to GBS as a sophomore and became very involved in extracurriculars. She was honored as Cum Laude and by the National Honor Society, was a State and National Debate Champion, and a member of a number of organizations including Epicurean Cultural Society, Forensics, International Club, PE Leaders, Science Club, and Future Business Leaders of America.

She went on to receive a bachelor’s degree in psychology from Harvard University in 1988, and a juris doctorate from Harvard Law School in 1991. After graduation, she became Dudley’s General Counsel & Director of Customer Service. The next year, she and her team developed Dudley Products Cosmetics into a full line for multicultural women. By 2008, she became owner and president of Dudley Beauty Corp. The company includes 3,500 products sold largely through salons, independent distributors, and online in the U.S. and nine other countries.

Ursula said she tries to live her personal motto, “Where much is given, much is required” and donates to the Sister Soldier Project, which provides



hair care products to African American women soldiers in combat zones to help them comply with the military’s requirements. She also serves on the boards of several academic and community organizations and is an adjunct Business Law professor at North Carolina Agricultural & Technical State University’s School of Business & Economics. She is the first African American woman on the Direct Selling Association’s Board of Directors. She lives in Greensboro, North Carolina with her husband Mark and is the mother of two children, Mark Jr. and Elena.

PE teacher Tim Monahan honored



Glenbrook South PE teacher Timothy Monahan was recognized as High School Teacher of the Year by the Northeastern District (NED) of the Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD). The honor recognizes Monahan as an outstanding instructor who is dedicated to motivating youth to participate in a lifetime of physical exercise and health.

“Tim has built an impressive Adventure Education program and has added to our curriculum every year,” said Steve Stanicek, Instructional Supervisor of Physical Education, Driver Ed, and Health at Glenbrook South High School.

“Tim’s determination, commitment and leadership are some of the main reasons for the success of the GBS program,” he added. The team-building program includes camping skills, fire making, cooking, climbing wall and high ropes course.

He was honored at the NED awards banquet in October. Monahan has been teaching at GBS since 1996.

GBS named PLTW distinguished school



Glenbrook South High School has been recognized as a Project Lead The Way (PLTW) Distinguished School for providing broad access to learning opportunities for students through its PLTW program (Computer Science, Biomedical Science, Engineering).

It is one of just four high schools in the state and 64 in the U.S. to receive this honor.

The distinction recognizes the school’s program for increasing student access, engagement and achievement. It is the second year that GBS has received this recognition.

The honor recognizes that GBS offers three or more courses in PLTW and that 70 percent of students earn a proficient score or higher on end-of-course assessments.

Through PLTW programs, students develop STEM knowledge as well as in-demand skills that they will use both in school and in their careers.

“I’m very proud of the work our teachers have done, including the extensive outreach and partnerships in offering workshops for middle school students led by our engineering students,” said Dawn Hall, Instructional Supervisor, Career and Technical Education.



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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.”

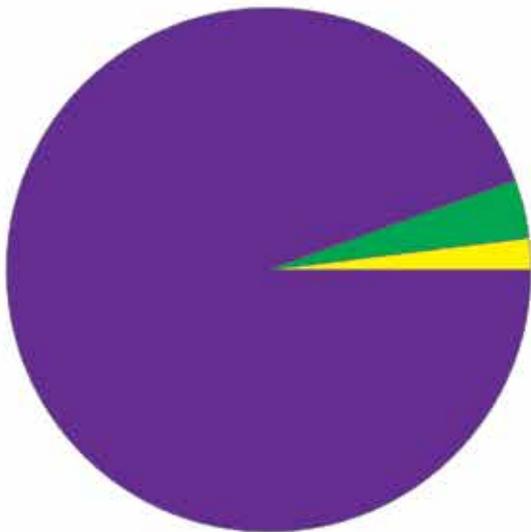
As part of the budget discussion, the Board reviewed the previous fiscal year. Based on preliminary, unaudited figures, the district ended the 2018-19 year with \$140,492,820 in direct revenue and \$141,037,768 in direct expenditures, which included \$6,506,908 in life safety and other school facility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

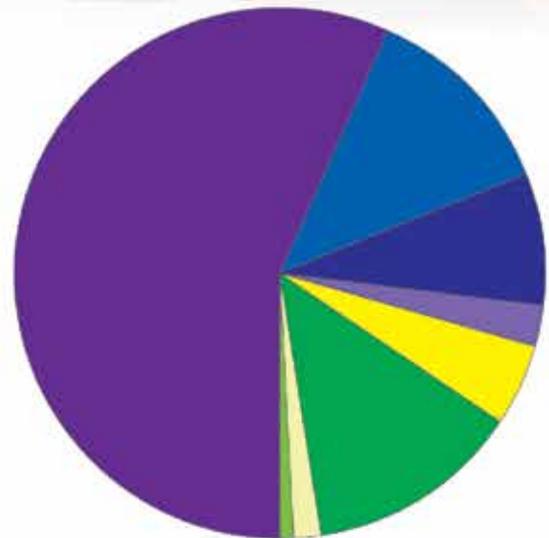


BUDGET



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

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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

