



AGENDA

The Special Workshop Meeting of the
Board of Education of Township High School District 214
will be held on Tuesday, February 21, 2023
in the Forest View Educational Center
2121 South Goebbert Road
Arlington Heights, IL 60005 at 4:00 PM

1. **Call to Order**

1.1. Roll Call

2. **Pledge of Allegiance**

3. **Public Comments**

Members of the public, especially residents of District 214, are welcome to contribute during public comments. To do so, you must sign up before the start of the meeting.

4. **Discussion Items**

4.1. Staffing discussion for 2023-2024

5. **Adjournment**

Trends and Impacts

District Staffing FY24

- **Student Services**
- **English Language Program**
- **Financial Projections**

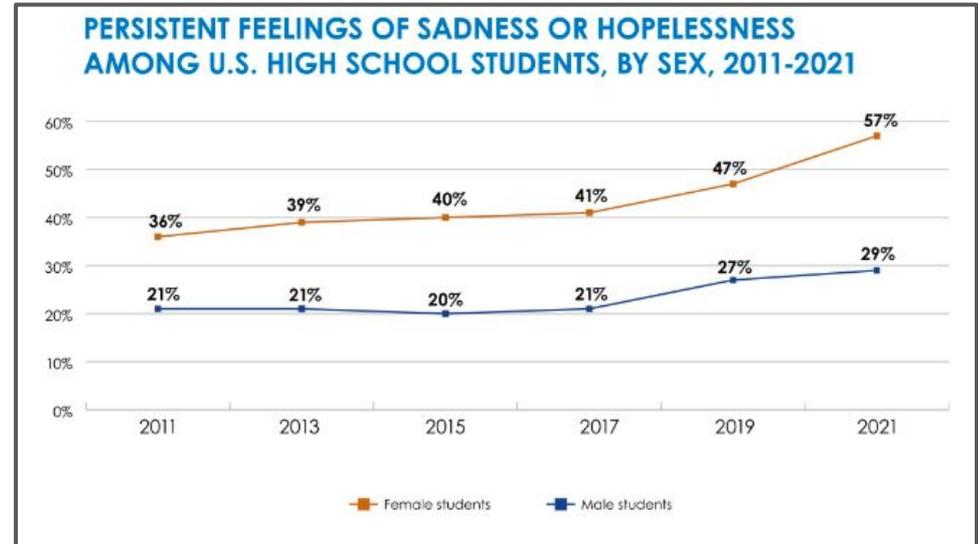
Mental Health

**STUDENT
SERVICES**

**Dr. Jessica Herrmann
Director for Student Services**

National Context

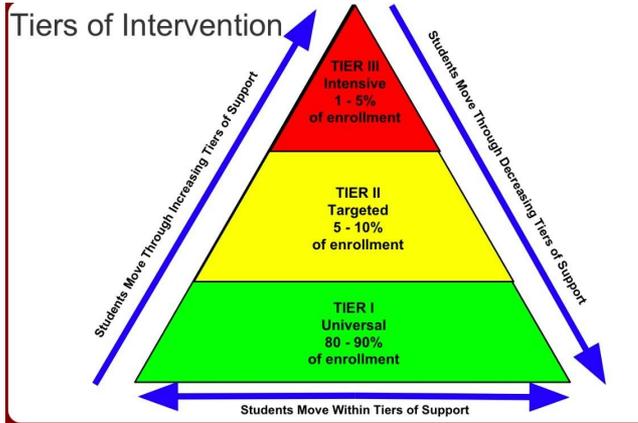
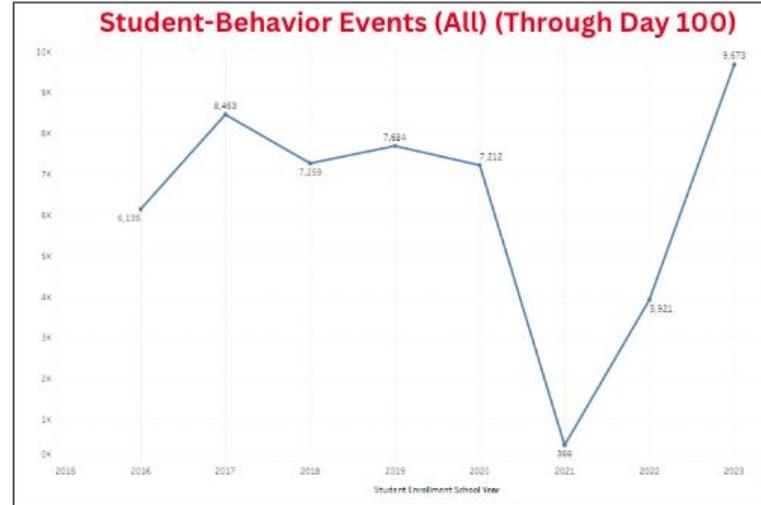
- October 2022: AAP & other organizations declare National Emergency in Child and Adolescent Mental Health
- February 2023: CDC report indicates Concerning Increases in Sadness & Exposure to Violence Among Teen Girls & LGBTQ Youth



District 214 Community

Increased student mental health needs:

- Increased rates of hospitalizations
- Increased behavioral challenges
- Increased 504 plans
- Rise in intensity of IEPs



Current	Tier 8,040 Students (64.6%)		Tier 2,733 Students (22.0%)	Tier 1,669 Students (13.4%)
2023Q2	Tier 1 7,602 Students (61.1%)		Tier 2 3,558 Students (28.6%)	Tier 3 1,204 Students (9.7%)
2023Q1	Tier 1 8,517 Students (68.4%)		Tier 2 2,560 Students (20.6%)	Tier 3 1,288 Students (10.3%)

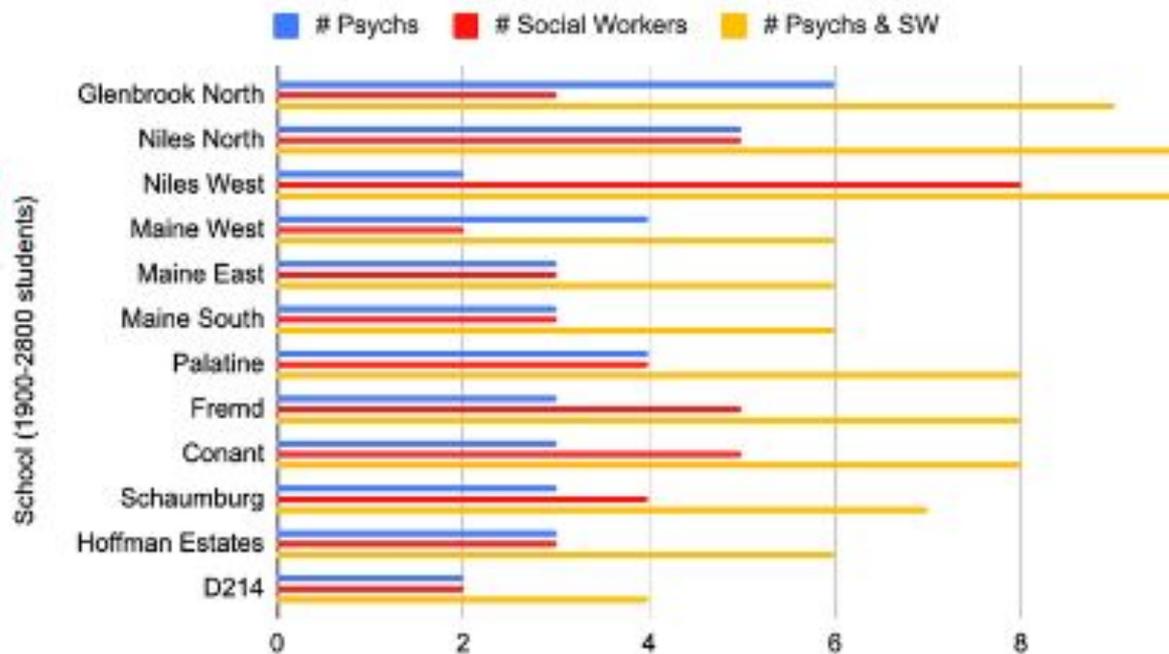
District 214 Community

Current school psychologist & social worker responsibilities:

- Primary responsibility: Counseling for students with IEPs & 504s, crisis response, and behavior support
 - IEP service delivery alone can take up to 60% of staff member's week
 - Impact of SB100: restorative circles, reentry meetings
- Majority of time spent on *reaction and crisis* rather than *prevention*
 - 95% of psychs and social workers surveyed indicated a need to increase our focus on prevention

Psychs & Social Workers

Psychs, # Social Workers and # Psychs & SW



Surrounding
District
Comparison

Student Services Proposal

- Additional **school psychologist and school social worker** for each comprehensive high school
- Increased intentional focus on **prevention and universal mental health support**



Federal/State Compliance

ENGLISH LEARNER PROGRAM

Janice Aponte
International Newcomer Academy
District EL Compliance Officer

What is Full-Time TBE?

Full-Time Transitional Bilingual Education requires:

- Content area instruction:
 - Instruction in both English and native languages for **ALL** core academic subjects at school (English, math, science, and social studies)

 - Legal Requirements
 - The School Code mandates TBE for ELs.
 - When **20 or more students** from the same language group are enrolled in a school and **receive** services, the school has the flexibility to offer TBE (FT/PT)
 - We currently have TBE services for:
 - **Spanish** (BG, EG, INA, RM, & WH)
 - **Russian** (BG, INA)
 - **Ukrainian** (BG, INA)
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What is Part-Time TBE?

Part-Time Transitional Bilingual Education requires:

- Content area instruction:
 - Student that scores **above** a 3.5 literacy composite are considered to be eligible for Part-time TBE services
 - Components of a full-time program that are selected for a particular student based upon an **assessment** of the student's **educational needs** (ie: grades, teacher recommendation).
 - Parts of the full-time program are provided to ELs according to student's needs.
 - Daily instruction in English and in the home language as determined by student's needs.
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What is TPI?

Transitional Program of Instruction requires:

- English as a Second Language (ESL)
 - It may include: Native language instruction and/or support in content areas
 - The objective remains the same as the TBE program, but the type of instruction offered is determined at the local level and is based on students' individual needs.

 - Legal Requirements
 - The School Code mandates TPI for ELs.
 - When **20 or fewer students** from the same language group are enrolled in a school and receive services, the school has the flexibility to offer TPI program
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Student Intake, Testing, Placement

- All Students BEGIN at Newcomer
 - 2.5+ Hours of TESTING and multiple hours intake per family
 - Testing Determines PLACEMENT
 - SUMMER: Averaged 25 Intakes Per Week
 - SCHOOL YEAR: Averaged 6-8 Intakes Per Week
 - Enrollment FLUCTUATIONS As Students Enter and Meet Benchmarks
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English Language Learner Program Historical Trend

School	2020 SY	2021 SY	2022 SY	2023 SY	2024 SY
BGHS	217	232	236	291	366
EGHS	227	291	338	461	506
JHHS	60	66	70	97	109
PHS	27	27	41	69	84
RMHS	195	202	254	339	392
WHS	327	357	397	475	553
District Total	1,053	1,175	1,336	1,732	2,010

Approximately 20 Students = 1 FTE

International Newcomer Academy

Historical Trend

Newcomer	2020 SY	2021 SY	2022 SY	2023 SY	2024 SY
Enrollment	76	67	86	167	Anticipated 200
% Change	-8,43%	-11.84%	28.36%	94.19%	-----

Approximately 20 Students = 1 FTE

ISBE Audit Now Through March 15-17, 2023

SAMPLING of COMPLIANCE REQUIREMENTS

- On Site Monitoring
 - Document Review Including
 - Physical Student Files
 - All Students Enrolled Regardless of EL Status
 - All ELs Enrolled with IEP
 - All ELs Refused Services
 - All ELs Achieving Proficiency
 - Bilingual Program Manual
 - EL Curriculum and Instruction Materials
 - Teacher and Course Information Teaching Students TBE/TPI
 - Bilingual Parent Advisory
 - Registration Forms
 - Language Surveys
 - Notice of Exit
 - Classroom Visits
 - Teacher, Admin, Student, Parent Interviews
 - Countless more.....
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Five Year Projections

FY24 Budget

Yasmine Dada
Interim Associate Superintendent
for Finance

Five Year Operating Fund Projections

- Maintain Fund Balances Per Board Directive
- Conservative Approach to Revenue Projections
- Preliminary Assumptions as Shared Feb 9th BOE Meeting Incorporating Retirements
- Maintain Balanced Operating Budget While Meeting Increased Staffing Needs
- Continued Capital Investments in District Facilities