

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](#)

The Percentage of High School Students Who: [*]	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42	
Experienced poor mental health [†]	–	–	–	–	–	29	–
Seriously considered attempting suicide	16	17	18	17	19	22	
Made a suicide plan	13	14	15	14	16	18	
Attempted suicide	8	8	9	7	9	10	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3	

*For the complete wording of YRBS questions, refer to the appendix.
†Variable introduced in 2021.



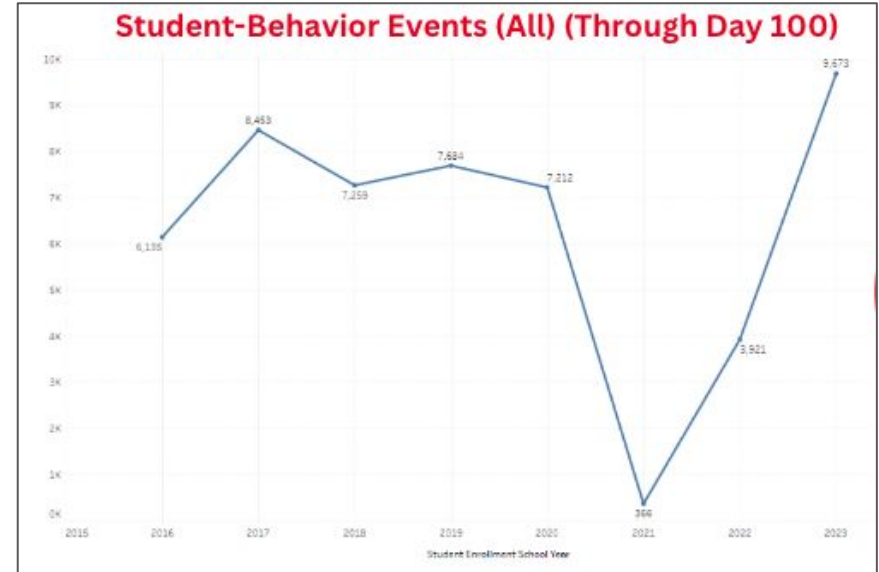
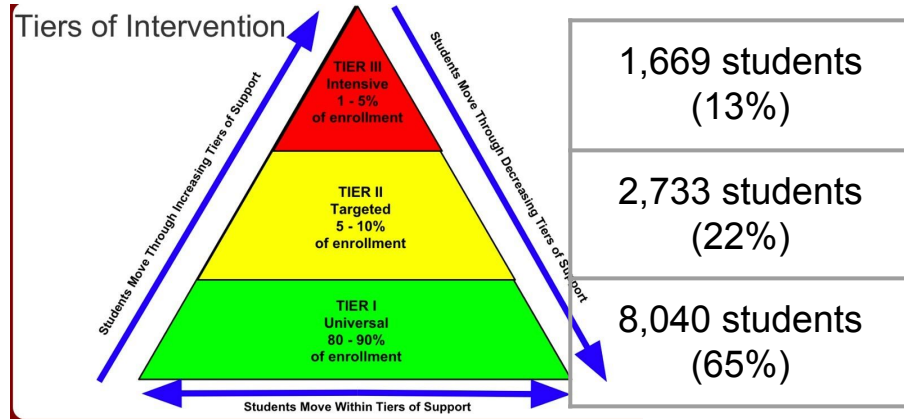
-  In wrong direction
-  No change
-  In right direction

From CDC's [Youth Risk Behavior Data Summary & Trends Report](#)

District 214 Community

Increased student mental health needs:

- Increased rates of hospitalizations
- Increased challenges with behavior & attendance
- Increased 504 plans
- Rise in intensity of IEPs



Includes attendance and tardy to school

District 214 Community

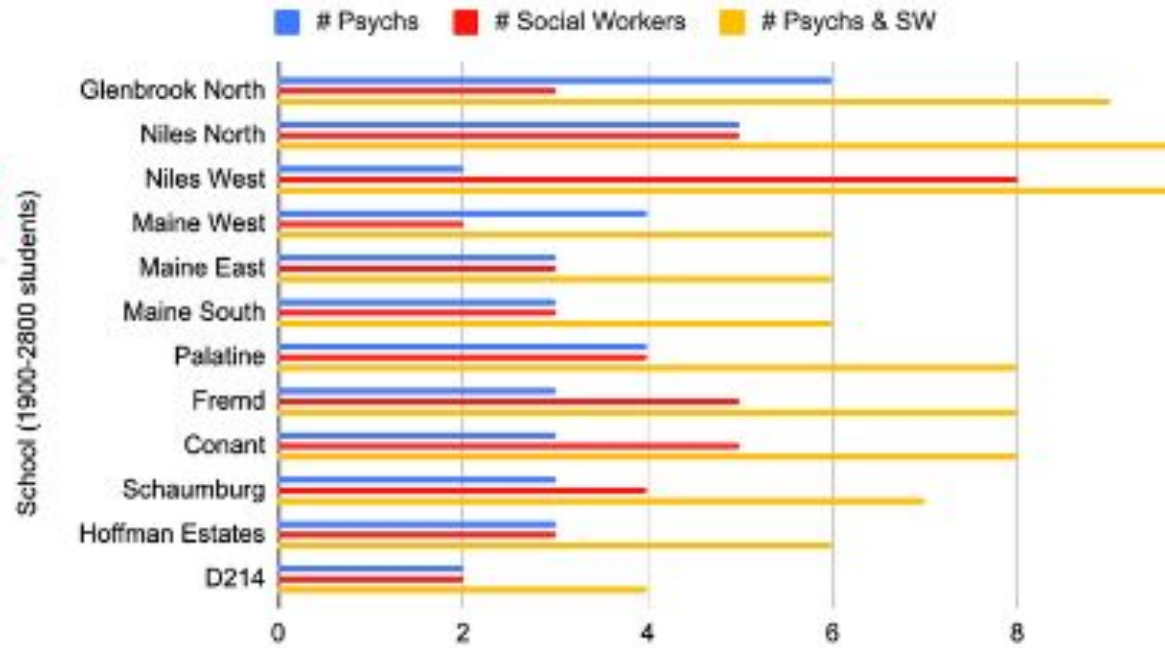
Current school psychologist & social worker responsibilities:

- 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)
-

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
-

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 (14.3 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