To: Dr. Charles Johns
Board of Education

From: Dr. Barbara Georges
Mr. Jason Markey
Ms. Angelica Romano
Dr. R.J. Gravel

Date: Monday, March 13, 2023

Re: General Education Licensed Personnel Staffing Plan for the 2023-24 School Year

Recommendation
It is recommended that the Board of Education approve the licensed personnel staffing plan for the 2023-24 school year as presented.

Background
Historically, the school district utilized a formula for determining the amount of licensed personnel required for the upcoming school year. The formula included the following components:
- Course registrations by department for the current school year;
- School enrollment projections for the next school year;
- School enrollment projections for students that are estimated to be served in educational settings outside of Glenbrook North and Glenbrook South;
- An average course registration enrollment max student count by program or department; and
- Historical bottom-line reductions artificially reduced the amount of staffing for a school.

While the formula has offered staffing levels that have met most student needs for several decades, it has had its limitations. For example, the formula:
- Was not inclusive of actual course requests for the upcoming school year (selected by students in January/February), shifts in state requirements, or best practice changes to provide new FTE.
- Created a maximum staffing allocation that encouraged a reserve of some FTE in case circumstances changed over the summer or during the school year, as opposed to staffing based on need and subsequently requesting additional FTE if a specific case arises.
- Did not address the specialized needs of specific populations of students (EL, IEP, 504, At-Risk) who, by law, must have access to smaller class sizes or unique programs that do not run by traditional course maximums.
- Was not able to address the staffing impact of demographic and enrollment changes.
- Conform to zero-based budgeting practice, where staffing is wholly dependent on the actual need for the upcoming year, as opposed to a formula utilizing components that were not necessarily applicable to the next school year (e.g., utilized course registrations for the current school year, as opposed to next school year).

This year the Cabinet and building administrative teams (BATs) worked collaboratively to review the historical approach to staffing and sought to transition to a zero-based approach where the staffing plan is wholly based on student and school needs. The timing for this approach coincides with the efforts to simplify class size parameters and teacher loads to provide optimal learning experiences for our students.

As Dr. Johns shared at the Monday, February 27, 2023, Board of Education meeting, the staffing process includes 89 individual steps that begin in September. Table 1 illustrates a high-level summary of the staffing process.

Table 1
General Education Licensed Personnel Staffing Plan Development Timeline

Timeline	Action
November - December	8th-grade articulation and placement meetings.
January - February	Current students complete course registration.
February - March	The BATs, in collaboration with instructional supervisors, review course registrations and apply district-wide staffing norms to determine course sections and staffing needs.
March	The Cabinet and BATs collaboratively review district-wide staffing needs, including adding or reducing personnel.
March	The Cabinet presents the staffing recommendation for approval to the Board of Education for general education licensed personnel.
March - April	The Human Resources team works collaboratively with District and Building administrators to process applicable reductions in force.
March - August	The Human Resources team works collaboratively with building administrators to post vacant positions and assist in recruitment and onboarding efforts as needed.
April - May	The Cabinet recommends special leave requests from licensed personnel to the Board of Education in May.

English Learner (EL) Services
As part of the staffing plan for the 2023-24 school year, the administration also needed to consider findings the Illinois State Board of Education identified regarding the delivery of English Learner (EL) services. Before reviewing those findings, it is essential to share an overview of how EL services are assigned and delivered in Illinois public schools.

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs As a school district, we provide EL students language assistance programming and services in order to become proficient in the English language, with the goal of enabling students to access regular instructional programming as quickly as possible.

Over the last few years, the district has experienced a significant increase in the number of students who require EL programming and services

Table 2
District EL Program Enrollment Growth

| | Glenbrook North | | Glenbrook South | | |
School Year	Active ELs	Exited ELs with Support	Active ELs	Exited ELs with Support	Total ELs
2018-19	28	4	173	9	214
2019-20	34	4	197	5	240
2020-21	32	5	219	4	260
2021-22	39	0	265	4	308
2022-23	53	0	333	3	389

Identification and Placement of Students Needing EL Services
- During the enrollment process, all students in District 225 complete a home language survey. This provides critical information about a student and family language background that is used to provide translation services and determine students whose primary language may not be English.
- The EL coordinators and school counselors work with our feeder schools to identify which incoming freshmen are currently receiving EL programming.
- Based on the home language survey and/or feedback from other schools, each school will assess the current English language proficiency in speaking, listening, reading, and writing using the WIDA ACCESS test.
- Based on a variety of data points, including the ACCESS test, current levels of performance, and student needs, each EL student is placed in the appropriate program or service level.

Providing EL Services
- Bilingual Education (English Language Proficiency Levels 1-2)
  - Students who have very limited English proficiency must participate in a full-time Transitional Bilingual Education (TBE) program when a school meets a threshold greater than 20 students. Currently, GBS meets this level for both Spanish and Mongolian EL students.
  - This includes Bilingual instruction in core subject areas and language-assisted elective options that are blended with general education peers.
  - These courses require bilingual licensed and fluent staff members.
- Sheltered Instruction (English Language Proficiency Levels 3-4)
  - Students who require support in the core subject areas while they are learning English are provided a Transitional Program of Instruction (TPI) in Sheltered core courses.
  - This program requires EL-licensed staff members.
- EL Resource (active and exited EL students)
  - An EL Resource class provides support to active and exited EL students in academic vocabulary, current coursework, and progress monitoring services.

- ○ This program requires EL-licensed staff members.
- Pull out / Pull in Supports
    - ○ EL students may require a licensed EL or bilingual educator to connect with them individually or in a small group setting to provide services by pushing into their existing class or pulling them out of an SRT or Resource setting to provide support in a particular area of need.
    - ○ These courses require EL or bilingual certified and fluent staff members.

Providing Dual Services in EL and Special Education Programming
- EL students with disabilities are entitled under Federal law to both Special Education support related to their disability and EL programming to support their language development.
- All students who may have a disability are eligible for support and services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. Current language proficiency has no impact on legal access to those services. Therefore, any EL student who is considered for the evaluation process must be evaluated in the most appropriate language based on their current proficiency level in English.

Progress Monitoring
- All students who qualify for EL services are assessed annually to determine if they will continue to qualify for these services during the following academic year. Students are assessed using the state-mandated ACCESS for ELLs assessment.
- Students who achieve a 5.0 composite score or above on the ACCESS for ELLs assessment are eligible to exit from EL services. This exit criterion is set by the State of Illinois. All students who exit the EL program will be monitored for four academic years following their exit date to ensure academic success.

Summary of the Illinois State Board of Education's Program Evaluation
- In December of 2022, the Illinois State Board of Education completed a compliance monitoring program review and determined areas of improvement for Glenbrook District 225. The administration reviewed and addressed each recommendation and aspects of the improvement requirements are included in this staffing plan. The program evaluation indicated a need to:
    - ○ improve the administration of our home language survey and student assessments.
    - ○ implement a Transitional Bilingual Education (TBE) program.
    - ○ expand our Transitional Program of Instruction (TPI) to include core areas and elective options.
    - ○ address the ratios of EL students or EL class size.
    - ○ increase the staff that has EL or Bilingual licensure teaching TBE and TPI courses.
    - ○ provide all communications, presentations, and records in the home language and increase parental outreach and involvement.
    - ○ provide professional development to all staff regarding supporting EL students.

Staffing Plan Recommendation

Taking into consideration all of the factors explained above, the Cabinet and BATs have developed a staffing plan recommendation for the 2023-24 school year which is outlined in detail in Table 2.

Table 3
General Education Licensed Personnel Staffing Plan for the 2023-24 School Year

		Glenbrook North			Glenbrook South		
		2022-23	2023-24	Diff.	2022-23	2023-24	Diff.
CTE	Business	4.6	4.9	+0.3	7.4	7.7	+0.3
	Family and Consumer Science	4.0	3.9	-0.1	4.4	3.8	-0.6
	Technology	3.1	3.3	+0.2	6.2	6.1	-0.1
English	English	19.0	19.6	+0.6	26.0	26.4	+0.4
English Learners	EL/ESL/LEP	0.7	0.8	+0.1	1.4	5.2	+3.8
Fine Arts	Art	2.5	2.3	-0.2	3.2	3.4	+0.2
	Music	4.4	4.2	-0.2	3.4	3.4	
	Broadcasting	1.2	1.1	-0.1	1.8	2.1	+0.3
	Drama	0.2	0.2		0.3	0.2	-0.1
Math	Math	17.8	17.6	-0.2	27.0	27.0	
PE, Health, and Driver Education	Physical Education	13.0	12.7	-0.3	16.8	16.6	-0.2
	Health	2.1	2.2	+0.1	3.1	3.1	
	Driver Education	2.6	2.7	+0.1	3.1	3.1	
Science	Science	18.5	19.3	+0.8	26.0	27.0	+1.0
Social Studies	Social Studies	17.3	17.3		25.0	25.0	
World Languages	World Language	13.4	13.4		21.8	21.6	-0.2
Student Services	School Counselors	8.4	8.4		13.0	13.0	
	Psychologists	5.2	5.2		5.0	5.0	
	Social Workers	3.0	3.0		6.0	6.0	
	Certified School Nurses	1.0	1.0		1.0	1.0	
Teachers on Special Assignment	General	0.7	0.9	+0.2	1.6	1.2	-0.4
	Guided Study	1.6	1.6		3.4	2.4	-1.0
	Instructional Coaching	1.6	1.6		3.2	3.2	
	Intevention	2.4	2.4	+0.0	1.0	2.0	+1.0
	Library	2.4	2.4		3.0	3.0	
	Peer Group	1.6	1.6		1.6	1.6	
	Teacher Leadership	3.2	4.8	+1.6	6.2	7.6	+1.4
Other	Administration	15.2	15.6	+0.4	16.2	16.8	+0.6
	Glenbrook Academy of Int. Studies	2.0	2.0		3.4	3.4	
Total Building FTE		172.7	+176.0	+3.3	241.5	+247.9	+6.4	**+9.7**
EL Total Programming		-1.3	-2.5	+1.2	-4.8	-9.4	+4.6	
Building FTE Excluding EL Total Programming		171.4	+173.5	+2.1	236.7	+238.5	+1.8	**+3.9**

As indicated in the yellow highlighted cells at the bottom, the 2023-24 staffing plan represents an increase of 9.7 FTE from the 2022-23 school year. Included in this FTE is:

- The Instructional Supervisor for English Learners (1.0 FTE);
- An increase of teachers to support the needs of the school district's EL program (4.8 FTE);
- An increase of teachers to support students with additional academic support needs through the school district's multi-tiered system of supports (MTSS) program (1.0 FTE);
- An increase of teachers supporting core academic departments, student services, and other programs through coordination and teacher-leadership roles (2.9 FTE).

One area that the administration also wanted to highlight this year, is the historical and new opportunities for teacher leadership roles in core academic departments and student services. These positions, referred to as teachers on special assignment (TOSA), span a wide range of responsibilities in supporting the operation of the school, and offering additional support to parents, students, and teachers.

Many of these positions have been in place for decades, and serve an essential role in the culture of our schools, such as our peer group leaders, school librarians, and instructional coaches. Below is a summary of the larger categories of staffing, and how these positions benefit our schools:

- Guided Study
  The Guided Studies Program supports general education students who need support with executive functioning skill building, transition to new educational environments, and access to an educator in the building to guide students to the classroom supports as needed.

- Instructional Coaching
  Instructional coaches support individual teachers, curricular teams, and departments with instructional methodology, assessment instruments, and curriculum development. They support School Improvement Committee Members, Instructional Supervisors, and the Associate Principal for Curriculum and Instruction to develop school-wide professional development.

- Library
  Our librarians serve as a resource to students, entire departments, and individual teachers in the realms of research, writing, and reading both for academic purposes and to instill a positive relationship with the aforementioned areas. They cultivate both print and online resources for students and staff alike.

- Peer Group
  The Peer Group Program supports freshmen students in their transition to High School. The program focuses on belonging and community-building. It also cultivates leadership skills within the senior students who are selected as Peer Group Leaders.

- Student Services Coordinator
  The primary purpose of this position is to provide coordination and support to the Student Services Department. This will include the following: providing leadership and organization for department and team meetings, participating in the hiring process for staff, supporting team members in responding to crisis situations, and providing support to essential Student Services programming.

- Student Success Coordinator
  The primary purpose of this position is to provide coordination and support across school efforts

to ensure a multi-tiered system of student support.

- Assistant Instructional Supervisor
  An Assistant IS provides additional leadership support to large departments in the areas of curricular management, placement, testing, intervention, community communication, outreach programs, hiring, and recruiting. They provide critical teacher leadership when the number of teachers and students serviced by a department becomes greater than the oversight the Instructional Supervisor alone can provide. This position is proportional to the total FTE of a department.

- Assistant Dean
  The Assistant Dean enforces policies and rules related to student behavior, attendance, and accountability by implementing practices and procedures designed to resolve disciplinary problems through due process.

- Assistant Athletic Director
  The Assistant Athletic Director supports the scheduling, planning, and execution of the athletic programs. In addition, they support the Athletic Department in professional development for coaches, community communication, event setup, and supervision.