



**GENEVA COMMUNITY UNIT SCHOOL DISTRICT 304**  
**FROM THE OFFICE OF HUMAN RESOURCES**

TO: Board of Education  
Dr. Kent Mutchler

FROM: Craig Collins  
Assistant Superintendent - Human Resources

RE: 2015/2016 Staffing Recommendations

DATE: April 23, 2015

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Over the past four months, the Administration has been engaged in a process of identifying staffing priorities in each of these strategic goal areas that are responsive to the changes thrust upon us by the Federal government, Illinois General Assembly, Illinois State Board of Education and by societal and community expectations. Based on these deliberations we are making the following staffing recommendations for the 2015/2016 school year.

**1. Pre-School Teacher – 1.0 FTE/Special Education Assistant – 1.0 FTE**

In January the Administration presented a report to the Board describing the current pre-school program offered to eligible three and four year old children in District 304. The District offers programming to students in an integrated Geneva Park District program (Friendship Station) and in an instructional (self-contained) setting. The Park District program provides three-year-olds with a two day, two and a half hour per day program; four-year-olds are offered a three day, two and a half hour per day program. The self-contained program for eligible three and four-year-olds is a four day, two and half hour program. As compared to other area school districts, four-year-olds in District 304 receive the fewest hours of educational programming on a weekly basis. To remedy this situation, the Administration is recommending a one hour increase in the school day for four-year-olds in the instructional (self-contained) program. This will require the addition of one pre-school teacher and one pre-school classroom assistant.

**Rationale:**

The number of students qualifying for special education services at the preschool level continues to grow. Additionally, the needs of the students are becoming more varied and complex. Furthermore, the self-contained program will no longer be cross-aged; meaning that four-year-olds and three-year-olds will be grouped in two different classrooms. This will allow for increased opportunity to learn developmentally appropriate skills. The cost of adding one teacher and one special education assistant at the pre-school level is estimated to be \$65,500.

## **2. Psychologist-1.0 FTE – Elementary Level/Social Worker-.50 FTE – High School Level**

As a result of contract negotiations between the Board of Education and the Geneva Education Association in 2012, a committee of teachers and administrators was formed to:

- evaluate the service delivery model for student services at all levels;
- develop consistent and coherent job descriptions for psychologists, social workers, and guidance counselors;
- determine the role of psychologists, social workers, and counselors in the problem-solving process, special education process, and the Section 504 eligibility and entitlement process;
- evaluate District resources and programs to provide students with consistent social-emotional support.

Based on the work of this committee during the 2012/2013 and 2013/2014 school years, a number of staffing recommendations were made to the Administration. The Administration carefully reviewed each of these recommendations and determined that these recommendations would be presented to the Board over several years.

In the spring of 2014, the Administration recommended and the Board approved the following staffing changes for the 2014/2015 school year:

- the addition of one guidance counselor (1.0 FTE) at Geneva High School
- an increase in psychologist FTE at the middle school level from (1.6 to 2.0)
- the addition of one psychologist (1.0 FTE) at the elementary level

Based on the work of the committee, the Administration is recommending the following staff changes for the 2015/2016 school year:

- the addition of one psychologist (1.0 FTE) at the elementary level
- an increase in social work FTE at the high school level (.50 FTE)

### **Psychologist Rationale:**

At the present time a psychologist and social worker are assigned to Fabyan and Mill Creek Elementary Schools. A psychologist and social worker are assigned to Heartland and Western Avenue Elementary Schools. Harrison shares its school psychologist and social worker with the Pre-school. Williamsburg is currently staffed by a full-time psychologist and a .75 FTE social worker. This staffing arrangement creates the following issues:

- students with intense social-emotional needs receive inconsistent support throughout the week.
- psychologists spend approximately 1.5 days per week in problem-solving meetings; further decreasing student contact time.
- psychologists have little time to review data and assist teacher in implementing interventions with fidelity.
- elementary schools' needs vary; a one-size-fits-all model is not effective.

- The committee proposes an increase in the elementary psychologist staffing allocation in order to sustain appropriate interventions for students. At each elementary building, approximately 5-10% of the student population qualifies for academic and/or social-emotional interventions. This increase in psychologist FTE would allow a full-time psychologist to be assigned at three of our elementary buildings instead of just one. The cost of adding a full-time psychologist at the elementary level is estimated to be \$51,000.

### **Social Worker Rationale:**

The number of students with disabilities that elicit the need for social and emotional support has increased by 125% in the last ten years. Additionally, the number of students at the secondary level that are hospitalized due to mental illness continues to rise. The addition of social work FTE at the high school will enable the high school staff to more effectively respond to students in crisis (e.g. depression, suicide, and substance abuse). The cost of adding a part-time social worker at the high school is estimated to be \$21,000.

### **3. New/Modified Course FTE & World Language Department Chair – 1.90 FTE – Geneva High School**

In October the high school administration proposed the following new courses be offered to students beginning in the 2015/2016 school year:

- Computer Science & Software Engineering
- Advanced Placement Physics
- Child Development II

The high school administration is also proposing the following courses be offered in the sophomore year rather than junior year:

- US History/AP US History

With the retirement of the current Social Studies/World Languages Department Chair at the end of this school year, the high school administration is also proposing the creation of separate Social Studies and World Languages Department Chair positions. This would add .40 FTE at the high school.

Taken as a whole, the Administration is recommending a 1.9 FTE increase to accommodate new courses, course modifications, and the addition of a separate World Language department chair position at the high school. The addition of 1.9 FTE at the high school level is estimated to be \$104,500.

#### **4. Network Technician – 1.0 FTE**

The Technology Department consists of district level and building level, full and part-time staff members. Two district level staff members, the Network Manager and the Network Specialist, administer a multitude of district-wide services and complex network equipment. Their responsibilities include, but are not limited to:

- Managing 7000+ network user accounts, along with email accounts for staff and students
- Phone systems and voice mail services, combined with emergency phone services (e-911, parent notification system)
- Local and cloud-based storage directories, supporting Windows, Office 365, and Google domains
- Virtual and physical servers (total 81) and a district-wide storage area network
- Network switches (qty 164), wireless access points (qty 426), video cameras (qty 78)
- Firewall, web filter, anti-virus, anti-spam, backups, and archiving systems

Combined with the system administration and monitoring of the items listed above, the network staff also dedicates a large portion of their time to troubleshooting and resolving problems, performing required preventive maintenance procedures, and scheduling forced updates. Geneva District 304 stakeholders need and expect network services to be functioning at optimal levels at all times. Research and testing of innovative network solutions, expansion of services, and implementation of new programs are often delayed due to the workload involved with running a complex and comprehensive network.

#### **Network Technician Rationale:**

A third network-level staff member will absorb a portion of the tasks currently handled by existing network staff as well as be responsible for the majority of the building-level network equipment and cabling closets (managing the switches, routers, wireless access points and coordinating with the O&M staff for the repair / upgrade to cabling as needed). The Network Technician will work closely with the district technicians and building technology assistants in prioritizing, distributing, and completing the service requests so that all technology staff members are working efficiently and effectively.

The estimated cost of adding network technician is \$60,000. This cost would be charged to the Operations and Maintenance Fund.

I recommend that these additional positions be approved by the Board of Education and be included in the 2015/2016 Education Fund and Operations and Maintenance Fund budgets.