Wednesday, November 4, 2026

Regular Board of Education Meeting, 6:00 p.m. Open Session

Location: District Administrative Center, 515 W. Main Street, Barrington, IL 60010, and live view at bit.ly/220schoolboardlive.

Page

1. NOVEMBER 4, 2026 REGULAR BOARD OF EDUCATION MEETING - AGENDA

1.01 Call to Order

2. 5:30 p.m. - CLOSED SESSION - For the purpose of discussing: Employment matters, performance of a specific employee, collective negotiating matters, self-evaluation, litigation matters, security procedures, student disciplinary matters, the placement of individual students in special education programs, and other matters relating to individual students, and the purchase, lease, or sale price of real property.

3. 6:00 p.m. - OPEN SESSION

3.01 Roll Call

3.02 Pledge of Allegiance

3.03 Student Report - Sunny Hill Elementary School

3.04 Recognition: IESA Class 4A Cross Country State Champion 3

_Callie Ding Cross Country State Champion.pdf

3.05 Recognition: National Merit Semi-Finalists

3.06 Report: President, Board of Education - Sandra Bradford

3.07 Public Comment

There were three public comments. The topics were recognizing the Board of Education and technology.

3.08 Report: Superintendent of Schools - Dr. Craig Winkelman

3.09 Informational Reports 4

11:4:26 FOIA Report.pdf

3.10 Board Committee Reports: Finance Committee, Facilities Committee, Policy Committee, Legislative Committee, Equity Committee, Health Insurance Committee, Referendum Construction Steering Committee, Safety & Security Committee, Student Disciplinary Committee

4. CONSENT AGENDA

4.01 Revised Personnel Report 7
Revised Personnel Report 11-4-2026.pdf

4.02 Minutes 10
10-20-26 Open Minutes.pdf
Closed and Open Minutes from October 20, 2026

5. ACTION ITEMS

5.01 Consideration to Approve Board Members' Professional Development

5.02 Consideration to Approve Terms of IGA for Proposed Village of South Barrington Higgins Corridor TIF District

6. DISCUSSION ITEMS

6.01 Vision Cycle Update 13
Vision Cycle Board Update Barrington 220_ November 4 Board Meeting.pptx (1).pdf

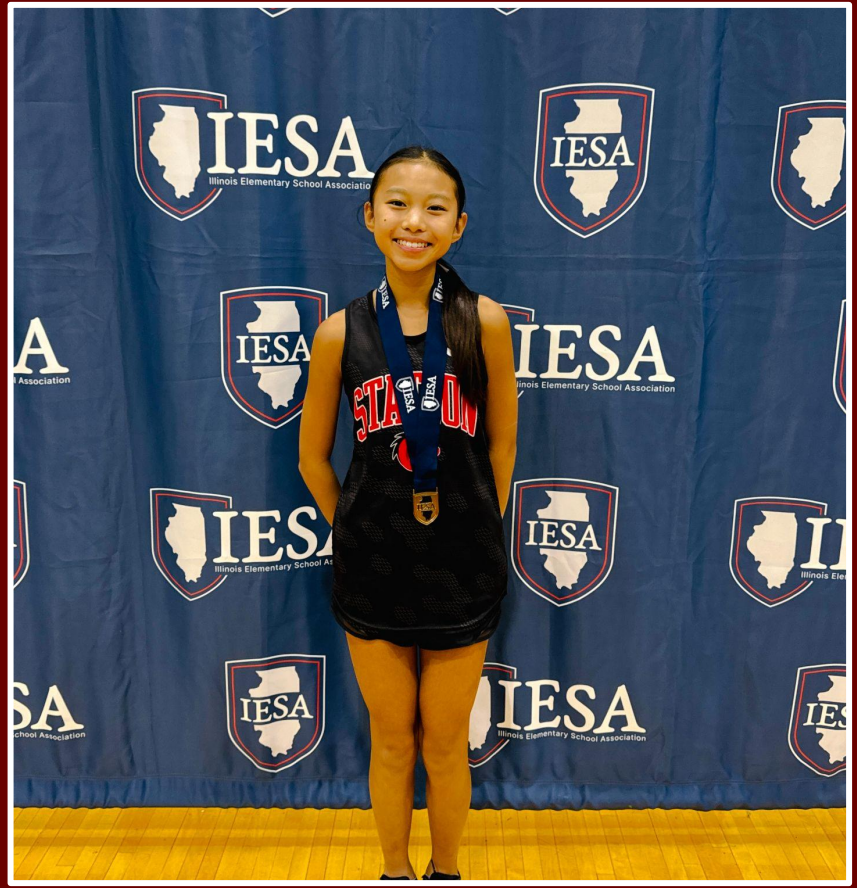
6.02 IL Report Card Redesign 40
November 4 Board Meeting_ Understanding the Accountability Redesign (2).pdf

6.03 Language Programming Update 62
Language Programming Board Presentation 11.4.26.pdf

7. Adjourn

7.01 Adjourn Meeting


CLASS 4A
STATE CHAMP!
GIRLS 4A
IESA
ShaZam racing
2133
CALLIE DING
11:33.4
IESA State XC Championships


IESA
Illinois Elementary School Association

Date Received:	Request:	Status:	Requested By:
10/1/26	We are requesting all purchase orders reflecting purchasing or procurement activity across all departments, divisions, and offices. If purchasing records are not maintained centrally, we will gladly accept: ● Department-level or segmented purchasing data ● Any readily available reports ● Records grouped by department, where applicable To the extent readily accessible, we are interested in records that include: ● Purchase order number (or equivalent) ● Purchase date ● Vendor ID or name ● Department or issuing entity (if available) ● Line item description ● Quantity ● Unit price ● Total price If your office does not use or retain purchase orders, we would be glad to narrow the request to whatever combination of the following best reconstructs spending and contract awards for the past 12–24 months: ● PO register (PO #, date, vendor, description, fund/GL, amount) ● AP check register or payment ledger (vendor, invoice #, amount, date) ● P-Card transaction logs (cardholder, MCC/merchant, date, amount) ● Or, in the absence of these, any records that include vendor names and prices To make fulfillment as easy as possible, we are willing to receive records in whatever format is most convenient, including: ● Spreadsheet exports (preferred) ● PDF or Word documents ● Standard ERP or finance system reports ● Any summary-level purchasing records your office already keeps on hand	Response in progress (commercial)	Caroline Jenkins The Data Branch
10/9/26	Under Illinois Freedom of Information Act, 5 ILCS 140/1 et seq., I request a copy of the following existing public record: Barrington Community Unit School District 220's most recent invoice or account inventory from its offsite records storage vendor (for example, Iron Mountain), including for each department or account: (1) department or record series, (2) number of boxes or cubic feet stored, and (3) monthly or annual charge. If Barrington Community Unit School District 220 does not use an offsite storage vendor, its current internal box or shelf list of stored records is fine instead. (responsive records sent)	Response completed: 10/15/26 (commercial)	Sam Crombie Blue Door
10/12/26	We are requesting directory information of honor roll students of the high school graduating class 2030, 2029, and 2028. Directory information being name, address, high school, phone, parent phone number, email, parent email, or that which is available. Our goal as a nonprofit is to invite academically eligible students from District 220 to learn about summer leadership and scholarship opportunities. In order for students to be admitted to our programs and scholarships, students who are on Honor Roll. We are not requesting GPA data or information, just a list of students who would be admitted. Is it possible to receive directory information for students made Honor Roll? Again, we do not require the information/data on GPA. If there is still no GPA information for 2030, then we would like the entire list of students please. (response denied)	Response completed: 10/14/26	Isabella Sada Nieto Texas 4-Day Great Debate

10/13/26	The most current employee directory or staff list, as of the date of this request, for all Barrington Community Unit School District 220 employees, covering both district-level and school-based staff. This includes, but is not limited to, the Superintendent and executive leadership, assistant/deputy superintendents, chiefs, department directors and administrators, curriculum and instruction staff, central-office staff in all departments, principals and assistant principals, teachers, and all other school-based and support employees. For each employee, please include: full name; current job title; assigned school, department, or office; work telephone number and extension, if maintained; and district-issued work email address. (responsive records sent)	Response completed: 10/14/26	Mark Johnson
10/15/26	Given that tax interventions, property assessments, and legal directives frequently involve external legal counsel or are filed directly with the Cook County Board of Review or Property Tax Appeal Board (PTAB), I would like to clarify and expand the scope of my request to ensure a thorough search. Accordingly, please consider this a follow-up request for: 1. Any records, correspondence, or filings maintained by the District's outside legal counsel regarding the above-referenced PINs for 2025 and 2026. 2. Any itemized legal invoices, billing records, or descriptions of professional services rendered by outside counsel referencing these PINs or associated assessment matters during this period. 3. Any correspondence, intervention filings, or notices submitted to or received from the Cook County Board of Review or the Property Tax Appeal Board regarding these parcels. (no responsive records)	Response completed: 10/19/26	Gerard Fox
10/19/26 (original request voluminous) 10/26/26 (amended request)	To narrow the scope of my request and address the District's determination that it is voluminous, I am amending my request to prioritize the following existing, nonexempt records for the period of September 14 through October 14, 2026, relating to my *student*. 1. Stop-arm records and supporting data Existing electronic logs, event records, timestamps, status codes, or reports showing whether the bus stop arm was extended during *student's* drop-offs, including available records showing the beginning and ending of stop-arm events. Please also include existing records supporting the District's conclusion that the stop arm was extended during each drop-off. 2. My three complaints to Barrington Transportation Company (BTC) Complaint logs, incident reports, notes, emails, and other existing records documenting my three telephone complaints regarding the driver's stop-arm procedures, including any actions taken in response. 3. Investigation and corrective instructions Existing investigation findings, reports, notes, or communications documenting the District's review of my complaints, including any instructions, corrective actions, or additional stop-arm procedures communicated to the driver as a result. 4. Available video records Existing bus video recordings or exterior-camera recordings showing *student's* drop-offs or the unloading area during the requested period, to the extent such recordings still exist and are subject to disclosure. **edited for student privacy*	Response in progress	A Parent (name withheld for student privacy)
10/19/26 (original request voluminous) 10/22/26 (amended request)	Please treat the request as limited to the following five categories, for the period August 1, 2026 through the date of your response: All agreements, facility-use documents, and communications between the District (including BHS staff) and the Cook County Clerk's Office concerning a voting site at BHS for the November 3, 2026 General Election. All agreements, sponsorship documents, and communications between the District and the Chicago Bears Football Club, Inc., the Chicago Bears Foundation, or any affiliate concerning the "Defenders of DA'mocracy" or "Teen Takeover for Democracy" programs or any voting site at BHS. All notices, announcements, and social media posts to students, staff, parents, or the public concerning the BHS voting site, including drafts of the District's October 14, 2026 Facebook post. All records concerning who was permitted to vote at the BHS site, including any instruction limiting voting to BHS students and staff or to District students and staff residing in Cook County. All building access, visitor, or security procedures applicable to the BHS voting site, including procedures for poll watchers, media, or members of the public.	Response completed: 10/29/26	James Hammond

	(responsive records sent)		
10/19/26	Under the Illinois Freedom of Information Act (5 ILCS 140), I request a copy of the following public record: The District's current staff directory for all certificated/instructional and other school-based staff, limited to these fields: 1. Full name 2. Job title / position 3. School or work location 4. Official district-issued work email address Please do NOT include personal contact information (personal email or phone), home addresses, dates of birth or ages, Social Security or employee ID numbers, salary, pension or benefits data, or any other personal information. If an existing report or directory export contains only the fields above (or a subset), that existing record is fine — I am not asking the District to create a new record. (responsive records sent)	Response completed: 10/21/26	Matt American Music
10/28/26	As part of a research project on teacher compensation across districts over time, I am compiling a database of collective bargaining agreements covering U.S. public school teachers over the past twenty years. Under the Illinois Freedom of Information Act (5 ILCS 140), I am requesting copies of the following public records of Barrington Community Unit School District 220: 1. Each collective bargaining agreements between Barrington Community Unit School District 220 and Barrington Education Association, IEA-NEA, covering the certificated (teacher) bargaining unit and in effect at any time between 2001 and 2017. These may also be called master agreements, negotiated agreements, professional agreements, or contracts. I have located some agreements but am missing those covering 2001-2008 and 2016-2017. 2. Any memorandum of understanding, extensions, reopeners, or tentative agreements that amended those agreements during the same period. 3. The certificated salary schedules attached to or adopted under those agreements.	Response in progress	Barbara Biasi Yale University

BARRINGTON 220
COMMUNITY UNIT SCHOOL DISTRICT

Personnel Report

Department of Human Resources + Talent Acquisition

Chelsea Hedges | Asst. Superintendent of HR + Talent Acquisition
Megan Russell | Director of Human Resources

Licensed Staff

Name	Building	Position	Calendar	FTE	Lane	Step	Salary	Effective Date
EMPLOYMENT								
Suzanne Bement	Barrington High School	Assistant Principal of Student Support	202	1.0			$120,000.00	11/5/2026

RESIGNATION

None

RETIREMENT

None

BARRINGTON 220
COMMUNITY UNIT SCHOOL DISTRICT

Personnel Report

Department of Human Resources + Talent Acquisition

Chelsea Hedges | Asst. Superintendent of HR + Talent Acquisition
Megan Russell | Director of Human Resources

Non-Licensed Staff

Name	Building	Position	Calendar	FTE	Hours per Day	Hourly Rate	Effective Date
EMPLOYMENT							
Tyler Harrington	Barrington High School	District Tech Support Associate Tier 1	260	1.0	8	$21.48	10/26/2026
ADJUSTMENT							
Donald Hanson	Barrington High School	District Delivery Driver	260	1.0	8	$30.03	11/2/2026
RESIGNATION							
Munnaza Shah	Countryside	Intensive Paraprofessional					11/9/2026
Anne Woolridge	Prairie Campus	Special Education Paraprofessional					10/30/2026
RETIREMENT							
Bonnie Bovard-Briggs	Barrington High School	Special Education Paraprofessional					1/11/2027
Orrin Jennings	Barrington Transition Program	Special Education Paraprofessional					12/31/2027

Personnel Report

Department of Human Resources + Talent Acquisition

Chelsea Hedges | Asst. Superintendent of HR + Talent Acquisition
Megan Russell | Director of Human Resources

Non-Licensed Exempt

Name	Building	Position	Calendar	FTE	Hours per Day	Salary	Effective Date

EMPLOYMENT

None

ADJUSTMENT

None

RESIGNATION

Cindy Morales	District Administration Center	Payroll Coordinator	11/13/2026

Tuesday, October 20, 2026

Minutes of Regular Board of Education Meeting

Members Present: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang

Members Absent:

1. OCTOBER 20, 2026 REGULAR BOARD OF EDUCATION MEETING - AGENDA

1.01 Call to Order – The meeting was called to order at 5:32 pm

2. 5:30 p.m. - CLOSED SESSION - For the purpose of discussing: Employment matters, performance of a specific employee, collective negotiating matters, self-evaluation, litigation matters, security procedures, student disciplinary matters, the placement of individual students in special education programs, and other matters relating to individual students, and the purchase, lease, or sale price of real property.

2.01 Closed Session (Board Only)

Motion to go into closed session for the purpose of discussing: Employment matters, self-evaluation, performance of a specific employee, collective negotiating matters, litigation matters, security procedures, student disciplinary matters, the placement of individual students in special education programs, and other matters relating to individual students, and the purchase, lease or sale price of real property

Motion by Diana Clopton second by Harathi Srivastava

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang **Motion Carries 7-0**

2.02 Suspend Closed Session and Reconvene in Open Session – the Board suspended closed session and reconvened in open session at 5:58 pm

3. 6:00 p.m. - OPEN SESSION

3.01 Roll Call

3.02 Pledge of Allegiance

3.03 Recognition: BMS Prairie Campus Girls State Softball Champions

3.04 Student Report - North Barrington Elementary

3.05 Report: President, Board of Education - Sandra Bradford

President Bradford discussed the new Board seating arrangement, the next Board self-evaluation is December 1, and the next Board meeting is **Wednesday**, November 4th. This past week President Bradford attended the Ed Foundation meeting; thank you Ed Foundation. Some board members attended the IASB Lake Division Dinner and the ED-RED Lunch. The district Multicultural Night is Monday, October 26th.

3.06 Public Comment -there were no comments

3.07 Report: Superintendent of Schools - Dr. Craig Winkelman

Dr. Winkelman discussed the intentional use of technology survey, the Board Governance Award, Established and Distinguished Board Leaders, a student broadcasting on WLS radio, 5th Grade Fun Run, Scarecrow Contest, Multicultural Night and Middle School technology use.

3.08 Informational Reports

3.09 Board Committee Reports: Finance Committee, Facilities Committee, Policy Committee, Legislative Committee, Equity Committee, Health Insurance Committee, Referendum Construction Steering Committee, Safety & Security Committee, Student Disciplinary Committee

There were no meetings; no reports.

4. CONSENT AGENDA

Motion to approve the Consent Agenda, which includes Finance Reports, the September Wage Report, Revenues and Expenditures, the Treasurer's Report, the October Bill List, the closed and open minutes from October 6, 2026, and the Personnel Report. The Personnel Report includes: new employment, position adjustments, retirements, and resignations, and is available to the public via a link on the electronic agenda on our website.

Moved by: Barry Altshuler; seconded by: Erin Chan Ding

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang **Motion Carries 7-0**

4.01 Finance Reports

1. September Reports
    a. Wage Report
    b. Revenues and Expenditures
    c. Treasurer's Report
2. October Reports
    a. Bill List

4.02 Minutes

Closed and Open Minutes from October 6, 2026

4.03 Revised Personnel Report

5. ACTION ITEMS

5.01 Consideration to Approve Audit Report

Motion to Approve Audit Report

Moved by: Harathi Srivastava; seconded by: Leah Collister-Lazzari

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang **Motion Carries 7-0**

5.02 Consideration to Approve Second Reading of Board Policy

Motion to Approve Second Reading of Board Policy

Moved by: Leah Collister-Lazzari; seconded by: Harathi Srivastava

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang. **Motion Carries 7-0**

5.03 Consideration to Approve BHS Band Trip to Dublin, Ireland

Motion to Approve BHS Band Trip to Dublin, Ireland

Moved by: Leah Collister-Lazzari; seconded by: Diana Clopton

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang **Motion Carries 7-0**

5.04 Consideration to Approve a Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly

Motion to Approve a Resolution to Appoint Harathi Srivastava as Delegate to the Illinois Association of School Boards Delegate Assembly and Leah Collister-Lazzari as Backup

Moved by: Barry Altshuler; seconded by: Erin Chan Ding

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang **Motion Carries 7-0**

5.05 Consideration to Approve IASB Proposed IASB Resolutions for the 2026 IASB Delegate Assembly

Motion to Approve IASB Proposed IASB Resolutions for the 2026 IASB Delegate Assembly

Moved by: Leah Collister-Lazzari; seconded by: Barry Altshuler

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang **Motion Carries 7-0**

5.06 Consideration to Approve Terms of IGA for Proposed Village of South Barrington Higgins Corridor TIF District

Motion to Approve Terms of IGA for Proposed Village of South Barrington Higgins Corridor TIF District

President Bradford announced that the IGA has not yet been received from South Barrington. The item was pulled from consideration and no vote was taken.

6. DISCUSSION ITEMS

6.01 Enrollment Status 30-Day

Ms. Sanders and Dr. Ernst gave the Board an update on the district enrollment, projections for future enrollment, and a new demographic study with Cropper GIS.

6.02 Framework 220: Grade Level and Program Transitions

Ms. Lasiewicki, Mr. Steckling, Mr. Gorman, and BHS student intern Sophie gave a report on changes in student and parent communications and the district website to assist in grade-level and program transitions.

** The Board suspended open session and reconvened in closed session at 7:41 pm.**

7. Adjourn

7.01 Adjourn Meeting

Motion to Adjourn Meeting

Moved by: Leah Collister-Lazzari; seconded by: Erin Chan Ding

Yea: Diana Clopton, Erin Chan Ding, Harathi Srivastava, Barry Altshuler, Leah Collister-Lazzari, Sandra Bradford, and Steve Wang **Motion Carries 7-0**

_____ _____

Sandra Bradford, President Diana Clopton, Secretary

DEPARTMENT OF
INSTRUCTION & STUDENT PERFORMANCE
The bridge between District Initiatives & the Schools

Vision Cycle Update

Three school stories. One continuous improvement system.

EARLY LEARNING CENTER

ROSLYN ROAD ELEMENTARY SCHOOL

STATION CAMPUS
BARRINGTON MIDDLE SCHOOL

Early Learning Center • Roslyn Road • Station Middle School Campus

November 4, 2026 | Instruction & Student Performance

VISION CYCLE

Three schools. Three dimensions. One system.

01

INTENTIONAL PLANNING

From student needs to focused adult action

02

FROM PLAN TO PRACTICE

Making instructional improvement visible

03

EVIDENCE & IMPACT

Learning, adapting, and monitoring progress

STUDENT NEED → ADULT PRACTICE → EVIDENCE → ADJUSTMENT

Barrington Early Learning Center

EARLY LEARNING
CENTER

ELC | The need that shaped our academic focus

Language and communication are foundational to the learning and development of all early childhood students.

By May 2027, ELC will strengthen student growth in language and communication by utilizing evidence-based strategies among therapists, teachers, and assistants across all settings.

Staff intentionally foster language-rich large group, small group, and play-based instruction by engaging students in meaningful conversations, modeling and expanding language, introducing vocabulary, asking open-ended questions, providing appropriate wait time, and supporting communication through verbal language, gestures, visuals, and assistive technology.

The ELC selected this goal based on student assessment data, survey feedback from all staff members, along with input from our Leadership/Impact Team, which includes representation from every work group at the ELC.

ELC | The need that shaped our culture focus

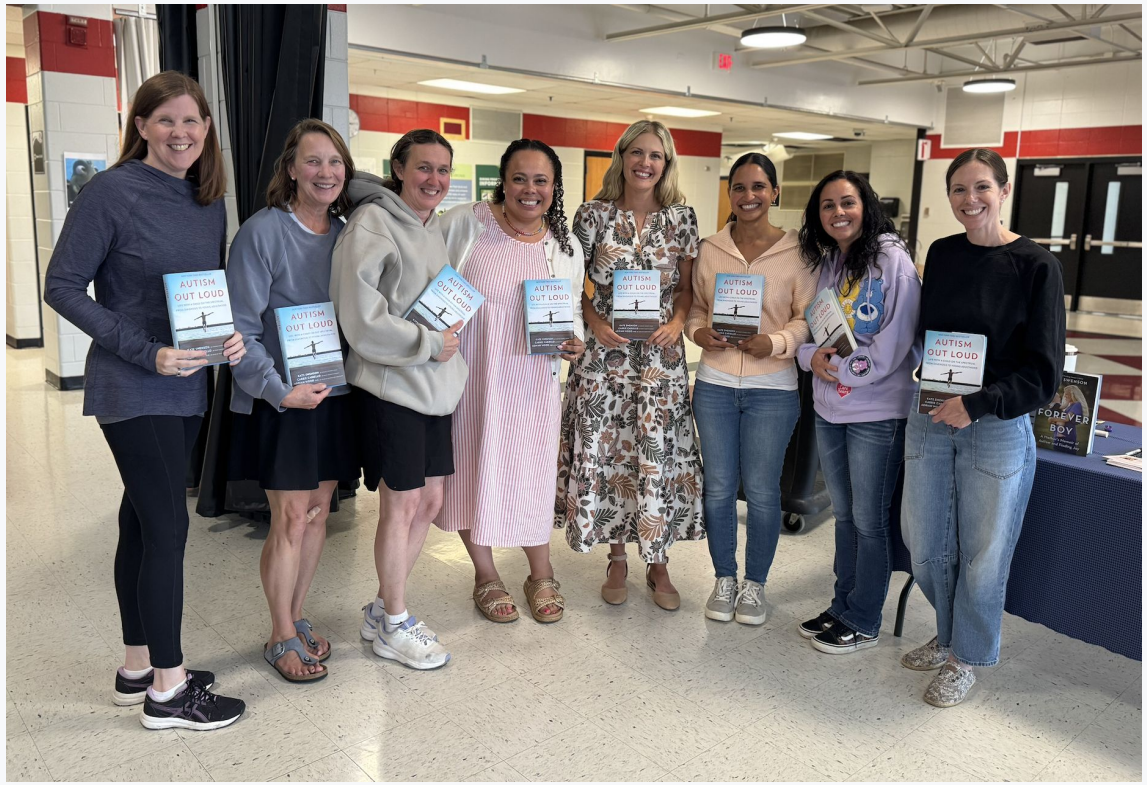
Staff wellness and the implementation of social-emotional learning strategies for students are essential to fostering a successful and supportive early childhood learning community.

By May 2027, the ELC will improve staff well-being and collaboration while building shared understanding of the "why" and "how" behind strategies to better support students' social-emotional needs and behaviors.

Staff promote well-being, build positive relationships, and use supportive social-emotional strategies and play-based learning to meet students' individual developmental and social-emotional needs.

The ELC selected this goal based on Panorama culture survey data from both BEA and BSEO, student behavioral trends, and feedback from our Leadership/Impact Team, which represents all work groups at the ELC.

ELC | How we built collective ownership



A REAL MOMENT OF COLLABORATION

To leverage the collective expertise of our staff, we hold monthly interdisciplinary meetings that bring together teachers, psychologists/social workers, speech-language pathologists, occupational therapists, and physical therapists. These meetings promote collaboration, consistent instructional strategies, and individualized supports to ensure a team approach to meeting the diverse needs of students in every classroom.

ELC | Our goal is visible in classrooms



OUR INSTRUCTIONAL PRIORITY

In order to support language and vocabulary, ELC speech language pathologists utilize EET (Expanding Expression Tool) and Story Champs in whole group instruction in classrooms. Teachers utilize the strategies within their instruction and read-alouds.

ELC | What changed for students?

BEFORE / OUR STARTING POINT

Preschool Early Literacy Indicators (PELI) demonstrating need in oral language, vocabulary, and comprehension.

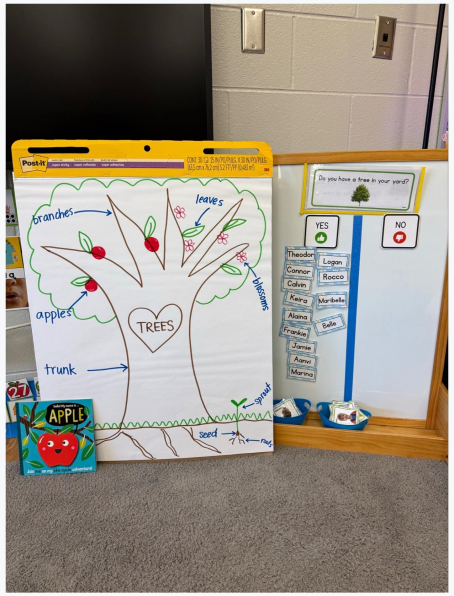
NOW / OUR INTENTIONAL SHIFT

Consistent language and communication instructional practices

Building background knowledge and vocabulary









ELC | Measuring what matters

ADULT IMPLEMENTATION

- Positive, responsive interactions
- Individualized support within play and routines
- Intentional language-rich interactions
- Opportunities for student communication and peer interaction

SHORT-CYCLE EVIDENCE

Vision Walkthrough Data

Pulse Surveys

STUDENT OUTCOME

By May 2027, 75% of staff will report positive perceptions of their well-being as measured by the Panorama survey.

By May 2027, 64.5% of our students will meet or exceed the benchmark on the Language Index of the PELI assessment.

ELC | What we have learned and changed

EVIDENCE

62% of our students met or exceeded benchmark on the Language Index of the PELI.

INTERPRETATION

Students need explicit and specially designed instruction in oral language, communication, and vocabulary development.

INSTRUCTIONAL RESPONSE

Staff collaborate across disciplines to implement intentional, developmentally appropriate instructional strategies that support early childhood learning.

At the mid-year checkpoint, we hope to see increased evidence of consistent, intentional language and communication strategies being implemented by staff across all classrooms.

Roslyn Road Elementary



Roslyn Road | The need that shaped our academic focus

Student agency to drive their own learning.

By May 2027, teachers will strengthen student agency through responsive small-group teaching by embedding learning intentions and success criteria.

Teachers strengthen student agency through responsive small-group teaching by embedding learning intentions and success criteria.

Our Vision Cycle Leadership Team supports collective decision-making and shared ownership as we use data and all staff input.

Roslyn Road | The need that shaped our culture focus

Clarity of instruction & student agency

By May 2027, success will be demonstrated when at least 80% of students can articulate what they are learning, why it matters, where they are in their learning progressions, and their next steps for growth.

Creating respect through clear communication and practices that supports student efficacy over their learning.

We looked for overlap between our Panorama data survey and culture surveys initiated by the Impact Group. All staff were included with our professional learning and analyzing our school data.

Roslyn Road | How we built collective ownership

"Character strong/soft start helps me be more prepared for the rest of the day because it relaxes me and helps me to focus more."

Roslyn Road Student Reflection

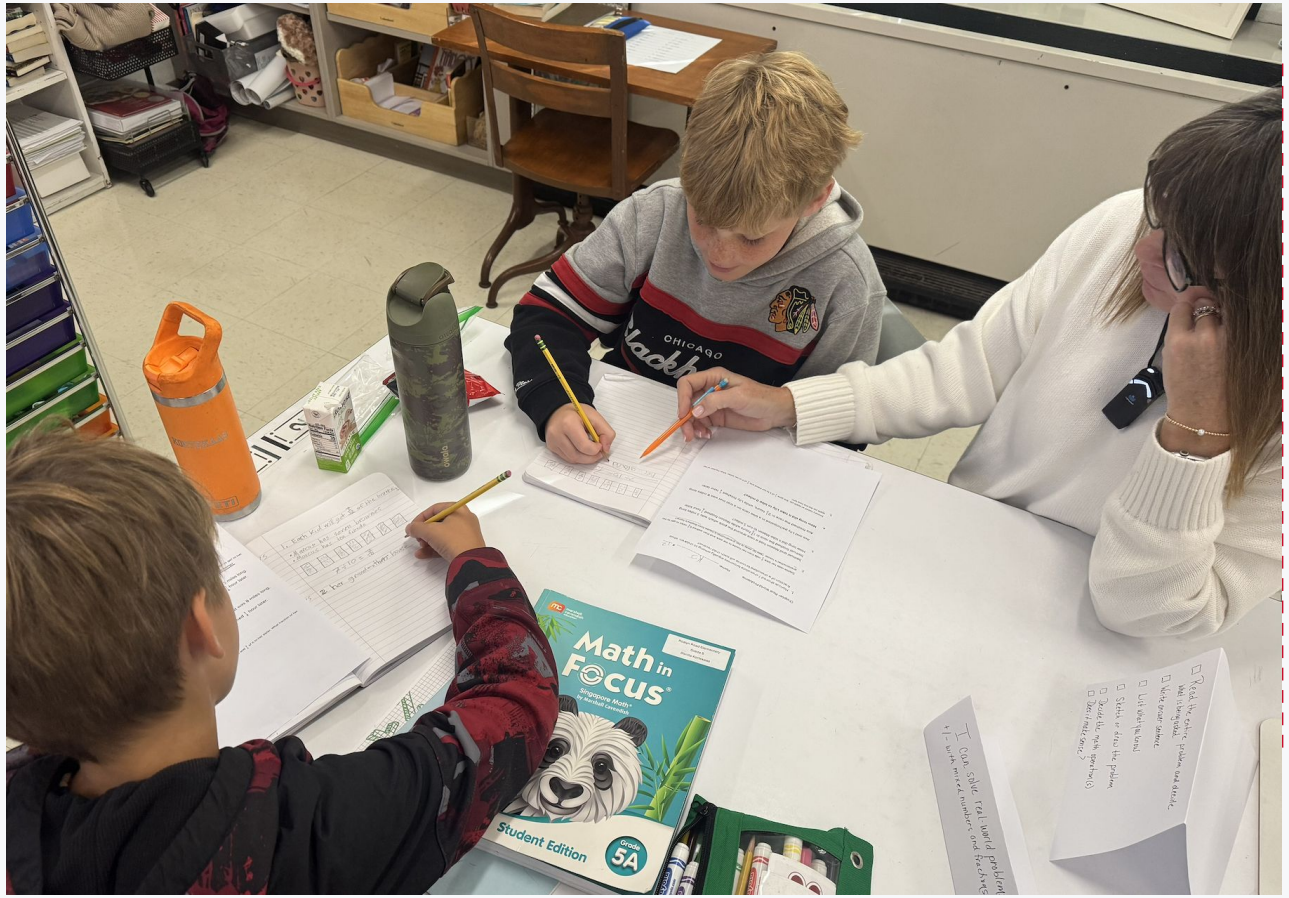
A REAL MOMENT OF COLLABORATION

Year 3 of Soft start where 100% of staff co-teach Character Strong lessons and building relationships each morning.

What changed in our planning

We provide students with daily tools to regulate, problem-solve, with a consistent daily routine and predictable start to every morning and connecting with more staff members.

Roslyn Road | Our goal is visible in classrooms

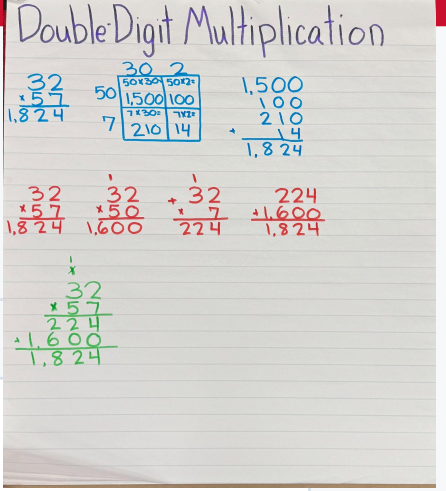


OUR INSTRUCTIONAL PRIORITY

Explicitly referencing clarity of learning intentions and success criteria in small group instruction.

A TEACHER PERSPECTIVE

Roslyn Road | What changed for students?



BEFORE / OUR STARTING POINT

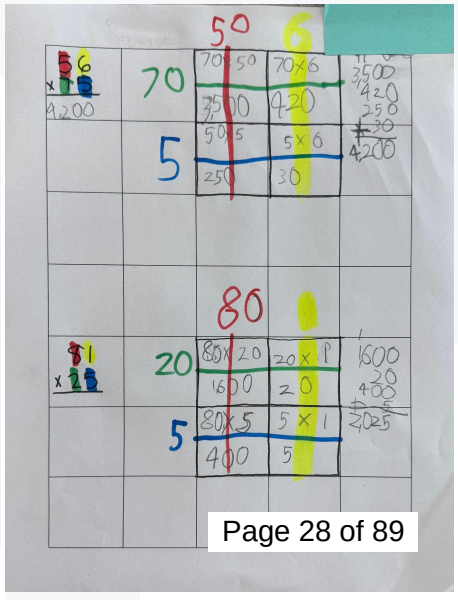
Clarity of Instruction (Learning Target)

NOW / OUR INTENTIONAL SHIFT

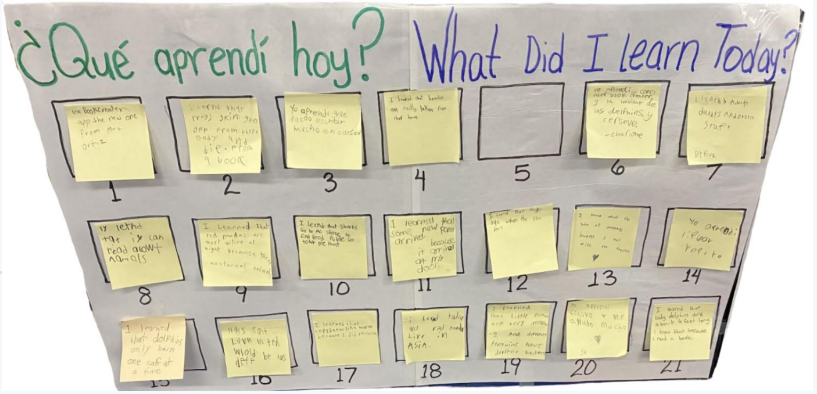
Student understanding of why the skill matters and applies to their individualized learning path.

Roslyn Road Classroom (Small Group Instruction) **2026-10-07**

"I help other people learn by helping them and not telling them the answers. I checked my work with a partner and if we have different answers, we try to figure out which one is ten blocks. When we get stuck we ask three friends. My teacher gives me harder problems if something is easy."



Roslyn Road | Measuring what matters



ADULT IMPLEMENTATION

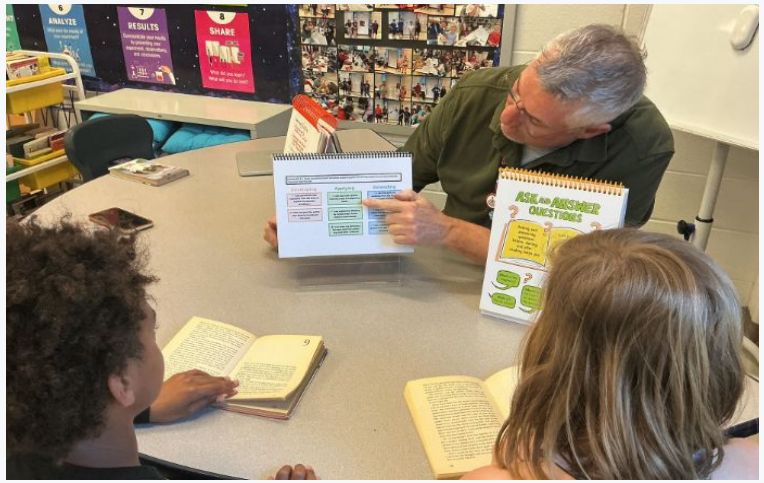
Responsive Small Group Teaching by embedding learning intentions and success criteria.

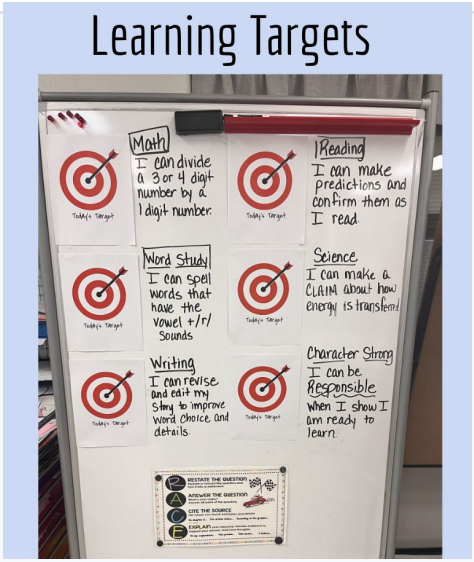
SHORT-CYCLE EVIDENCE

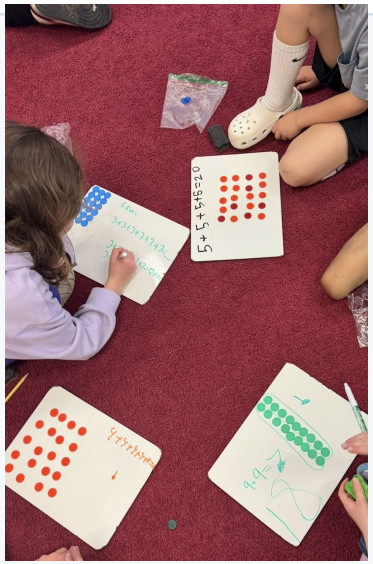
A strength in embedded learning intentions and success criteria on October 2026 Vision Walk Data Collection.

STUDENT OUTCOME

In a student interview during October 2026 Vision Walk a student shared, “I read the objectives on the board and on a test I can remember strategies so I can use them in the real world.”







Roslyn Road | What we have learned and changed

EVIDENCE

95% of classrooms foster a culture where students take ownership of their learning.

INTERPRETATION

Walk through data showed room for growth in the use of formative assessment for teachers and students to make instructional adjustments, provide self assessment opportunities and provide for student voice and leadership.

INSTRUCTIONAL RESPONSE

Professional collaboration focused on designing classroom routines that provide opportunities for student self assessment and voice.

December 2026 • Is there a shift in teachers and students shared use of formative feedback that drives adjustment to instruction?

Barrington Middle School - Station Campus



Station Campus | The need that shaped our academic focus

Students benefit from well-planned, high impact learning experiences.

By May of 2027, Station students will improve their academic performance in Math and Reading on IAR, exhibited by greater percentages of students meeting and exceeding state standards.

Collective Efficacy

Staff is working on improving our practices in teacher teams, focusing on clarity of learning intentions, measurement of mastery, high impact research based practices, and responsive student support.

In terms of school performance, collective staff efficacy is the single most impactful feature leading to improved levels of learning and growth.

Station Campus | The need that shaped our culture focus

Engagement and Student Agency

Students will express higher levels of student clarity and ownership related to learning targets and experiences.

Higher levels of teacher clarity, and development of strategies to improve student clarity

Teachers are spending time, deliberately, vetting what we want students to Know, Understand, and Do, as a result of learning experiences. That increased clarity and focus on deep learning targets, is then shared with students, improving engagement levels.

Student feedback on Panorama surveys indicated a lower than desired level of engagement with the importance of learning.

Station Campus | How we built collective ownership



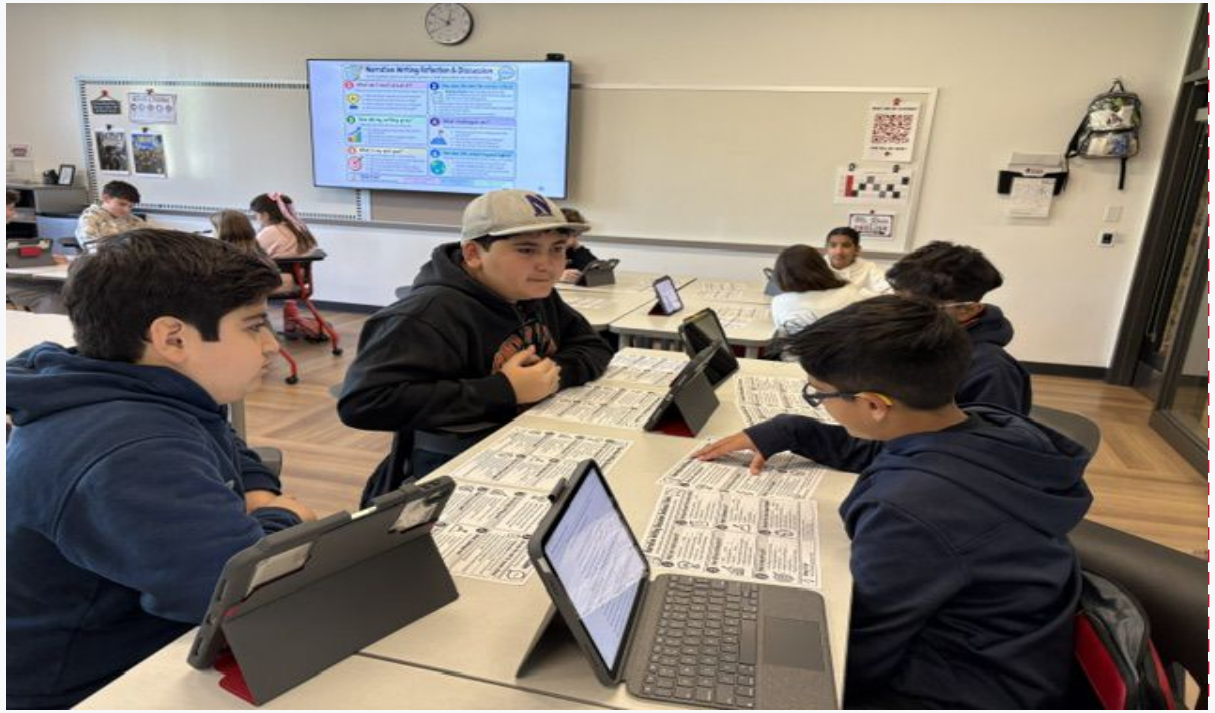
A REAL MOMENT OF COLLABORATION

At a recent half day PD session, teachers identified differentiated instruction as a common problem to research and develop impact strategies around.

What changed in our planning:

As a result, teachers adopted research rooted strategies to support diverse learners in their classrooms, improving engagement levels for variable learners.

Station Campus | Our goal is visible in classrooms



OUR INSTRUCTIONAL PRIORITY

Developing Student Engagement through Student Clarity

WHAT TO NOTICE

Students engage in reciprocal teaching, a high impact method of differentiation.

A TEACHER PERSPECTIVE

Station Campus | What changed for students?

Initiation State

Students were traditionally presented with standards based or task based explanations about learning.

Intentional Shift

Students are engaged with deeper discussions about what teachers intend for them to know, understand, and do at the beginning of learning blocks and throughout learning as needed. Students are guided to make connections to what they are learning.

STUDENT EXPERIENCE

“I do think that I can focus a lot more on what I am learning when it feels like what I am learning is important for me.”

Station Campus | Measuring what matters

ADULT IMPLEMENTATION

Deeper discussions about learning intentions, measures of success, and shared ownership of outcomes by teacher teams.



SHORT-CYCLE EVIDENCE

In a sentence, summarize what you are learning today? (Skills, Information Strategies)

Your answer

How will you, and your teacher know that you have learned this? *

Your answer

Are the activities in this class helping you to succeed in that learning? *

- ◯ Definitely
- ◯ Mostly
- ◯ Somewhat
- ◯ Not Really

Based on what you did in this class today, pick what answer fits best. *

- ◯ The work is too easy.
- ◯ The work is mostly easy.
- ◯ The work is hard, but do-able.
- ◯ The work is too hard.

STUDENT OUTCOME

We are seeing improvements in student engagement in our walk through observations.



Station Campus | What we have learned and changed

EVIDENCE

Teacher conversations surround learning strategies more and more by the week.

INTERPRETATION

As teachers continue to get more and more comfortable with collaboration strategies, teachers are finding impactful instructional methods.

INSTRUCTIONAL RESPONSE

The most impactful outcome thus far is heightened focus and validation of learning intentions for staff and students.

At the mid-year checkpoint, we hope to see increased evidence of collective collaboration and efficacy in teams, and continued improvement on student engagement.

Different priorities. One shared commitment.

INTENTIONALITY

Shared goals grounded in student needs

IMPLEMENTATION

Adult practices made visible in classrooms

RESPONSIVENESS

Evidence used to learn and adjust

Vision Cycle turns planning into practice and practice into continuous learning.

Understanding the Accountability Redesign



November 4, 2026

Updated Designation Names

Previous Levels



Current Levels



Academic Core Indicator: Proficiency

Five Performance Levels	Clear Performance Criteria (Proficiency Shown)
Exemplary	≥ 75
Approaching Exemplary	≥ 52 < 75
Commendable	≥ 48 < 52
Developing	≥ 35 < 48
Comprehensive	< 35

Proficiency - The percentage of students who are meeting or exceeding expectations on state assessments (IAR, ISA ACT, DLM)

Academic Core Indicator: Growth

Five Performance Levels	Clear Performance Criteria (Growth)
Exemplary	≥ 60
Approaching Exemplary	≥ 52.5 < 60
Commendable	≥ 43 < 52.5
Developing	≥ 32.5 < 43
Comprehensive	< 32.5

Growth – Growth is the amount of academic progress students make over time, measured by how much they improve from one assessment to the next, regardless of where they start. A growth score of between 40 and 60 is considered demonstrating typical/expected growth.

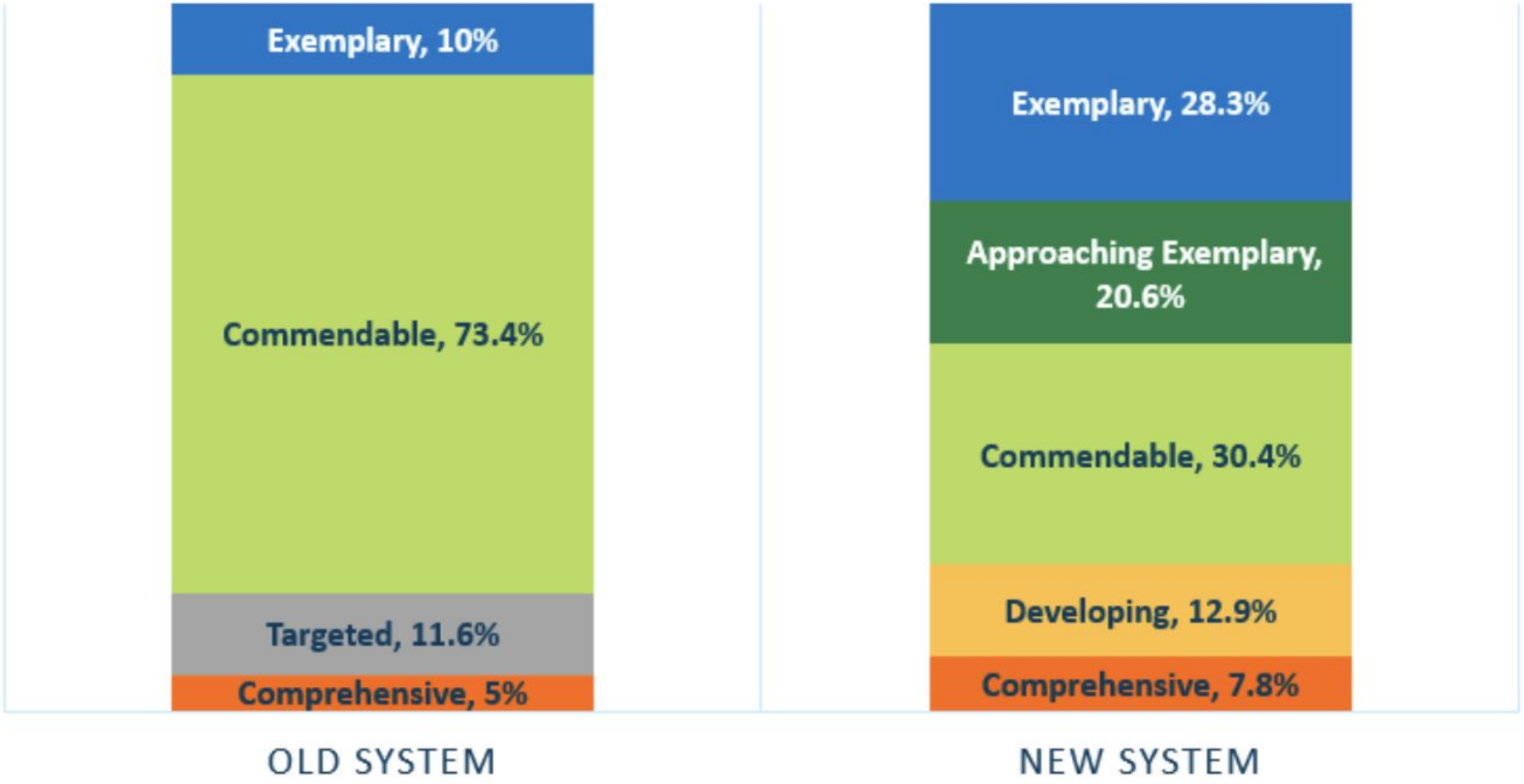
Academic Core Indicator: Graduation Rate (High School Only)

Five Performance Levels	Clear Performance Criteria (Graduation Rate)
Exemplary	≥ 93
Approaching Exemplary	≥ 88 < 93
Commendable	≥ 80 < 88
Developing	≥ 67 < 80
Comprehensive	< 67

Graduation Rate – The percentage of students who graduate with a regular high school diploma within four, five, or six years of entering 9th grade.

Accountability Based on Performance Not Rank

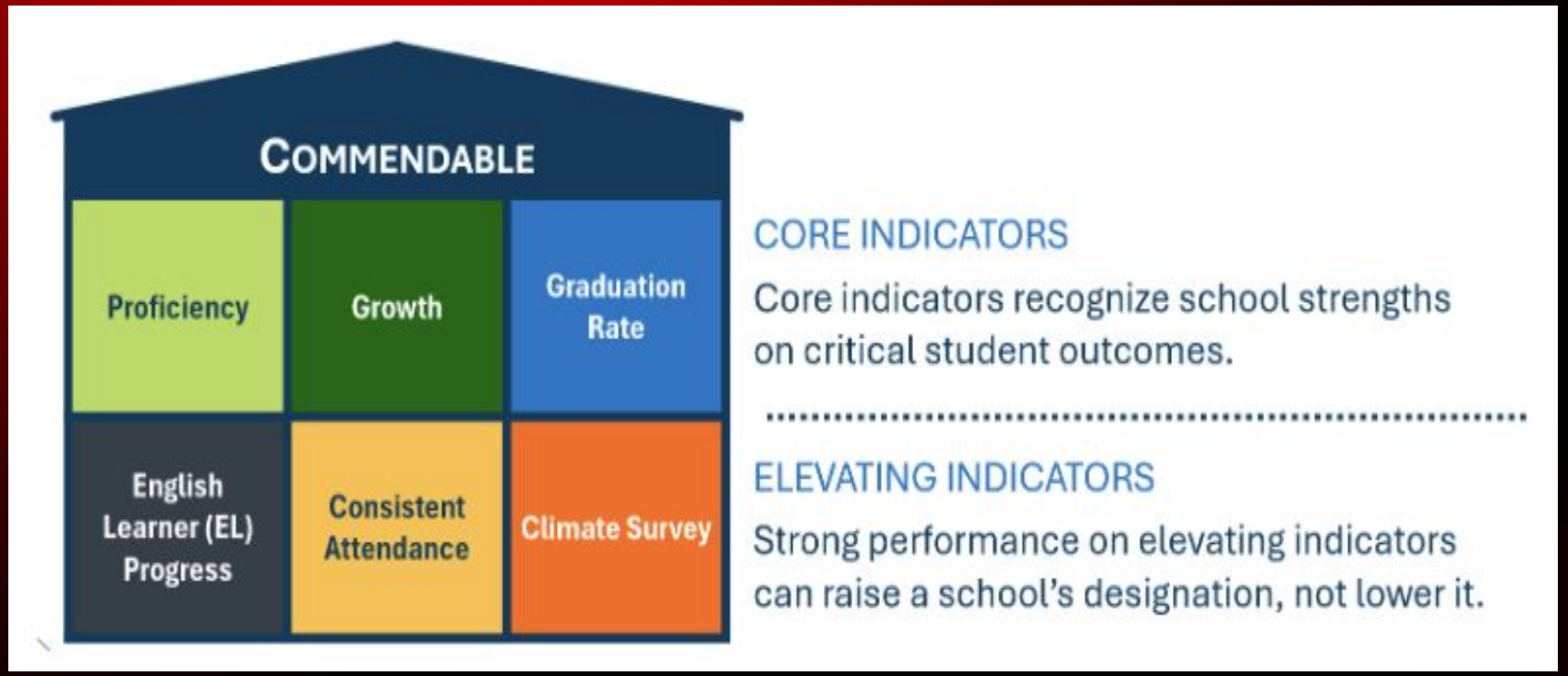
Performance in the Old and New Systems



Understanding PROFILE Performance Levels

- **Exemplary** and **Approaching Exemplary**
  - Strong performance across many indicators. The difference is the degree of strengths to build from.
  - No group has a Comprehensive profile.
- **Commendable**
  - Mixed patterns. May be strengths alongside clear opportunities for growth, or consistent average performance.
  - May be more visible gaps between student group performance, including Comprehensive student groups.
- **Developing** and **Comprehensive**
  - Performance challenges across core and elevating indicators. The difference is the degree of strengths to build from.
  - Low student group performance across some or many groups, which may be an early warning of larger patterns of performance.

ILLINOIS STATE BOARD OF EDUCATION



Profile of Performance Model

- No ranking or sorting
- Streamlines, simpler indicators
- Growth indicator for all schools
- Clear, easy to understand thresholds
- Strengths-based (half the indicators can elevate, but not lower a designation)



Elevating Indicators Defined

Elevating Indicator: EL Progress

Five Performance Levels	K-8 Schools	High School
Exemplary	≥ 75	≥ 50
Approaching Exemplary	≥ 50 < 75	≥ 40 < 50
Commendable	≥ 32.5 < 50	≥ 25 < 40
Developing	≥ 15 < 32.5	≥ 15 < 25
Comprehensive	< 15	< 15

EL Progress- Measures whether English Learners are making sufficient annual progress toward achieving English language proficiency within five years.

Elevating Indicator: Consistent Attendance

Five Performance Levels	K-8 Schools	High School
Exemplary	≥ 88	≥ 85
Approaching Exemplary	≥ 80 < 88	≥ 70 < 85
Commendable	≥ 65 < 80	≥ 55 < 70
Developing	≥ 50 < 65	≥ 40 < 55
Comprehensive	< 50	< 40

Consistent Attendance - The percentage of students who are present at least 90% of the school year. Excused and unexcused absences count towards the calculation. This is based on a student's length of enrollment, and not necessarily the entire school calendar.

Elevating Indicator: Climate Survey

Five Performance Levels	Clear Performance Criteria (Growth)
Exemplary	≥ 95
Approaching Exemplary	≥ 90 < 95
Commendable	≥ 85 < 90
Developing	≥ 65< 85
Comprehensive	< 65

Climate Survey- The percentage of students that participate in the state required Climate Survey (Barrington: Panorama)



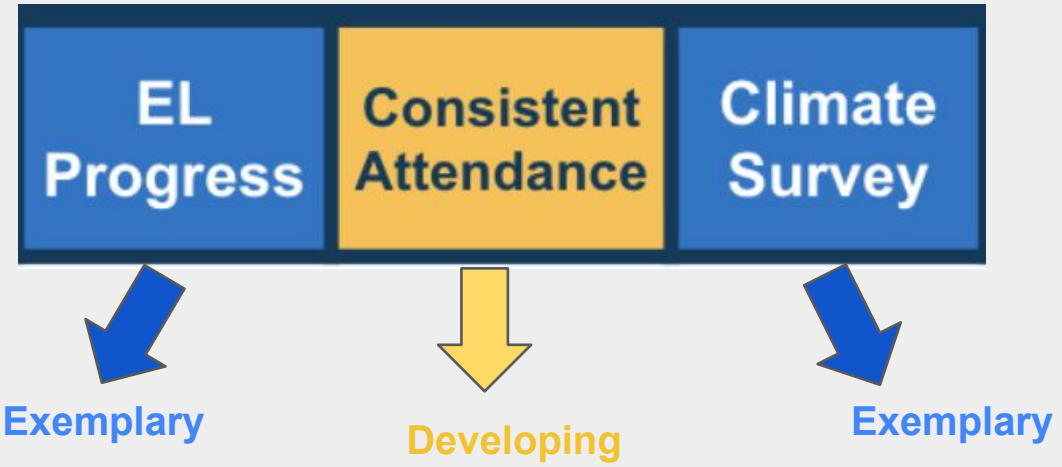
Scenarios

Understanding how elevating indicators impact school performance levels

Let’s Consider 2 Different Scenarios….

School A receives a **COMMENDABLE** designation based on their core indicators (Proficiency and Growth).

If School A’s elevating indicators look like this:



Two EXEMPLARY elevating indicators would elevate School A’s overall performance to **APPROACHING EXEMPLARY.**



**This data is NOT reflective of a Barrington 220 school.

School B receives a **COMPREHENSIVE** designation based on their core indicators (Proficiency and Growth).

If School B's elevating indicators looked like this:



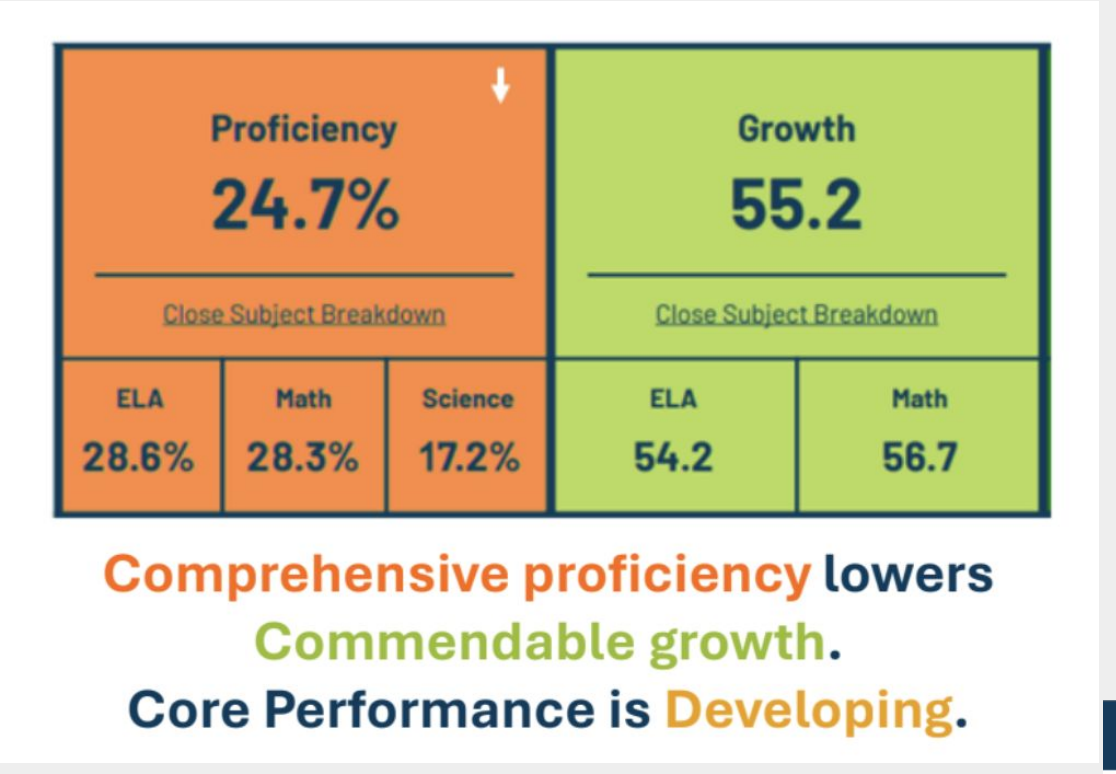
One **EXEMPLARY** and one **APPROACHING EXEMPLARY** elevating indicators would elevate School B's overall performance to **DEVELOPING**.



**This data is NOT reflective of a Barrington 220 school.

What happens if a school has **COMPREHENSIVE** core indicators?

- A **COMPREHENSIVE** core indicator lowers core performance one level.
- When there are multiple **COMPREHENSIVE** indicators, core performance is **COMPREHENSIVE**.



Performance Level

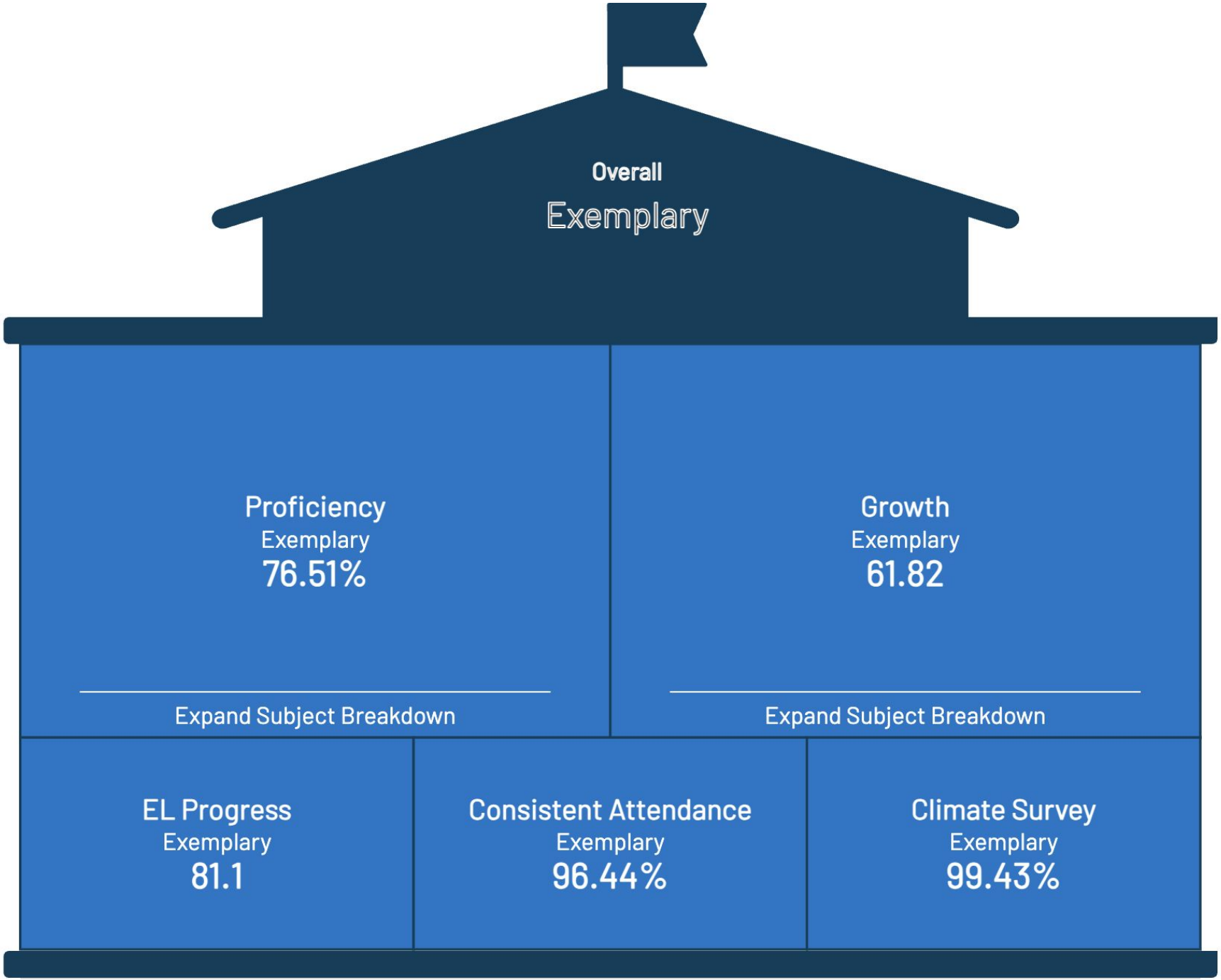
- Exemplary
- Approaching Exemplary
- Commendable
- Developing
- Comprehensive

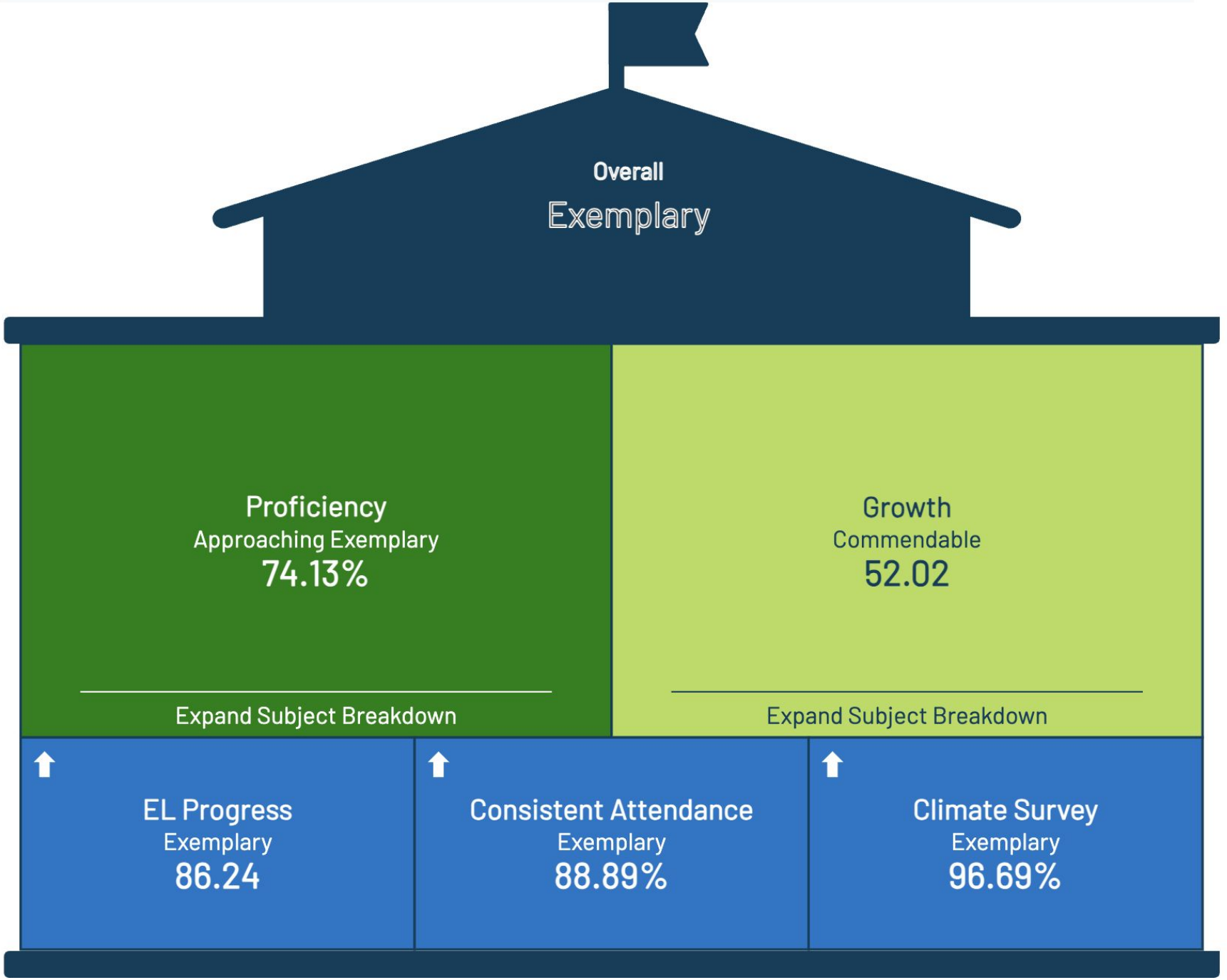
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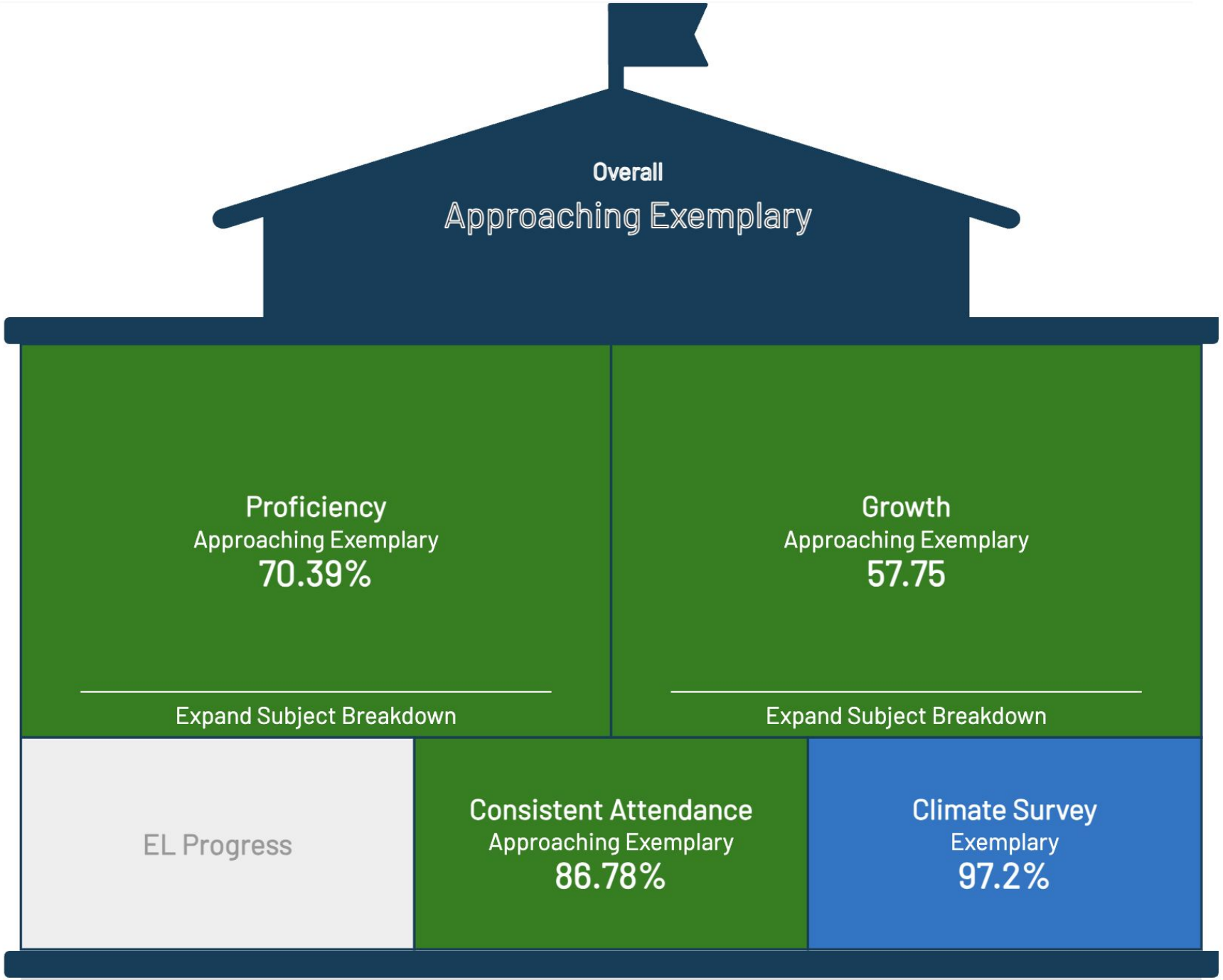


Examples

Understanding how the accountability redesign impacts school performance levels overall


Overall
Exemplary
Proficiency
Exemplary
76.51%
Expand Subject Breakdown
Growth
Exemplary
61.82
Expand Subject Breakdown
EL Progress
Exemplary
81.1
Consistent Attendance
Exemplary
96.44%
Climate Survey
Exemplary
99.43%


Overall
Exemplary
Proficiency
Approaching Exemplary
74.13%
Expand Subject Breakdown
Growth
Commendable
52.02
Expand Subject Breakdown
EL Progress
Exemplary
86.24
Consistent Attendance
Exemplary
88.89%
Climate Survey
Exemplary
96.69%


Overall
Approaching Exemplary
Proficiency
Approaching Exemplary
70.39%
Expand Subject Breakdown
Growth
Approaching Exemplary
57.75
Expand Subject Breakdown
EL Progress
Consistent Attendance
Approaching Exemplary
86.78%
Climate Survey
Exemplary
97.2%

Redesigned Accountability: New Profiles of Performance

Illinois stakeholders wanted an accountability system that:

- Supports improvement in every school
- Establishes clear performance expectations
- Recognizes strengths as well as challenges
- Provides actionable information schools can use
- Is easier to understand and explain

The new Profiles of Performance system was designed in response to those priorities.


BARRINGTON
220
DEPARTMENT OF
INSTRUCTION & STUDENT PERFORMANCE
The bridge between District Initiatives & the Schools

Questions?

Barrington 220 Language Programming Visioning

November 4, 2026

"Empower personal excellence in every learner."



Strategic Priorities Connection s

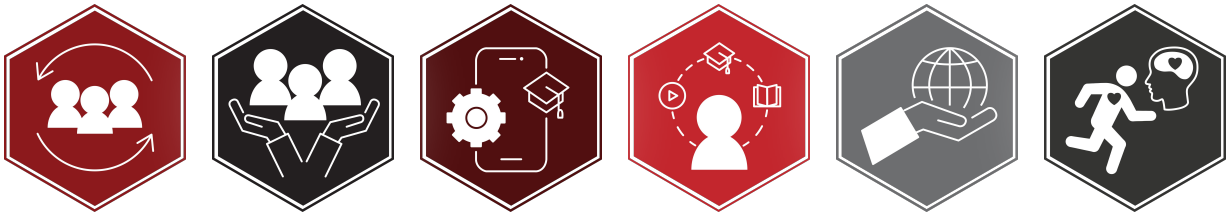


Learner Profile



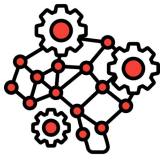


Overview



- Background
- Vision for language programming
- Recommendations
- Next Steps

Key Terms



Learners

English Learner (EL)

Multilingual Learner (ML)

Former EL

Never EL



Programs/Services

Transitional Bilingual Education (TBE)

Transitional Program of Instruction (TPI)

DL- Dual Language

CI- Chinese Immersion

Background

B220 Historical Context



Longstanding Commitment



Programs Designed for Different Purposes



Programs Have Evolved Over Time



Enrollment & Sustainability Have Always Been Considerations



Instructional Quality Has Guided Changes



Family Voice Has Been an Important Part of the Process

B220 Programs and Opportunities

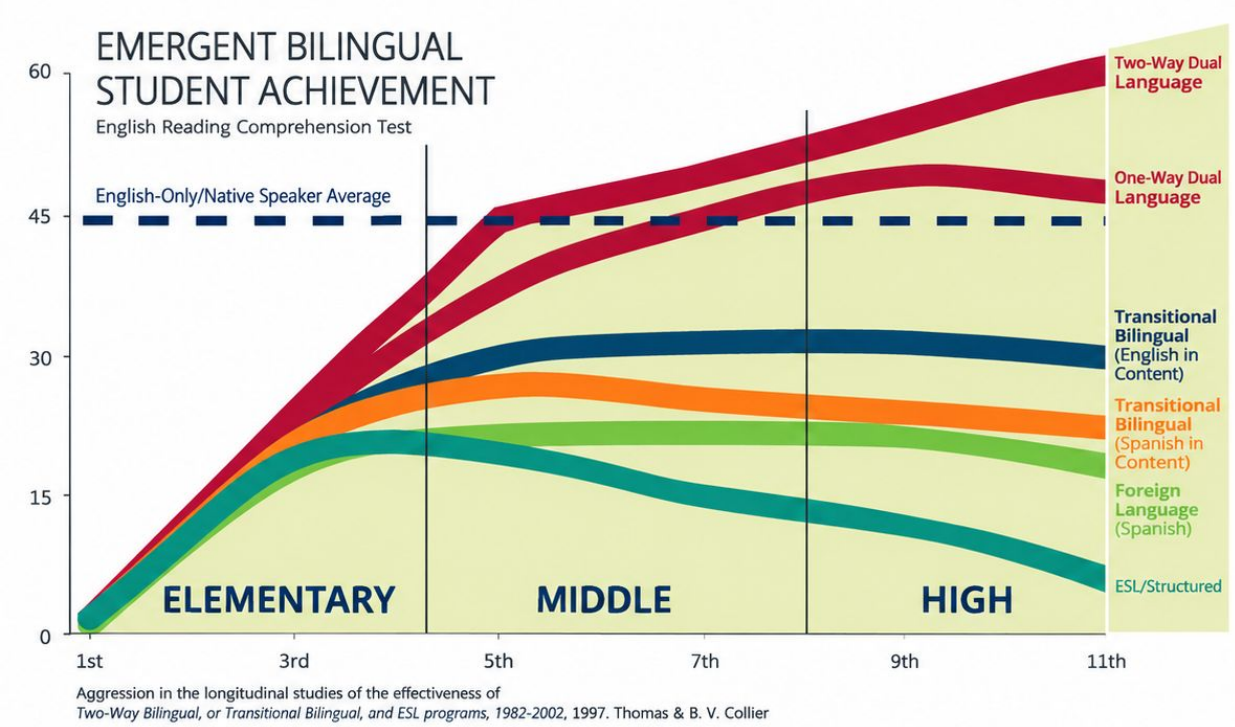
Spanish Dual Language		Chinese Immersion
Started 2004-05		Started 2011-12
EL Services in Barrington 220		
Spanish DL	TBE	TPI

Improvements Over Time:
Programmatic structure
Locations
Enrollment practices
Staffing

Opportunity for:
Build on strengths
Instructional coherence
Increased access and consistency
Long term sustainability

Commitment to bilingualism, biliteracy, and high-quality language instruction

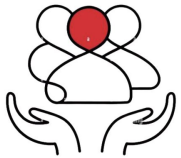
Benefits for English Learners (ELs)



Aggression in the longitudinal studies of the effectiveness of
Two-Way Bilingual, or Transitional Bilingual, and ESL programs, 1982-2002, 1997. Thomas & B. V. Collier

Benefits of Learning in Diverse Classroom

- Improved **academic performance**
- Develop **increased critical thinking, problem solving, creativity, and empathy**
- Gain enhanced **leadership skills**
- **Reduce anxiety** and **decrease prejudice** and stereotyping
- Prepare for **global society/economy**
- Increase **civic engagement**



Vision

World Class Language Instruction
EL Services + Enrichment for ALL

B220 will offer world class language services to English Learners (ELs), honoring students' heritage language, building career capital, and developing bilingualism/biliteracy through inclusive, research based programs from PreK-12+.

B220 will invite all families to bilingualism through multiple strands of dual language across the district, offering rigorous, career pathways from PreK-12+ and developing bilingualism/biliteracy.

BARRINGTON 220
MULTILINGUAL PROGRAMS

Program Enhancements



Streamline Screening and Compliance Systems

- Centralized processes
- Tier 1>intervention
- Increase ESL/Bilingual certifications
- Smooth transitions PreK-12+



Implement Instructional Systems

- Content Language Allocation
- Instructional methods
- Consistent curriculum implementation
- Targeted, systemic ML professional learning



Amplify Language Opportunities

- Seal/credit opportunities
- 2nd language offerings
- Dual credit opportunities
- Elevation of cultural assets



Upgrade Assessment and Accountability

- Biliteracy trajectory
- Writing trajectory
- Data system for biliteracy

Language Program Priorities

Instruction

- Rigorous grade level instruction
- Defined linguistic spaces
- Bridge space/moments
- Adhere to language allocation

Program Design

- Accessible for Spanish/Chinese speakers
- Open to all EL Students
- Content Integration

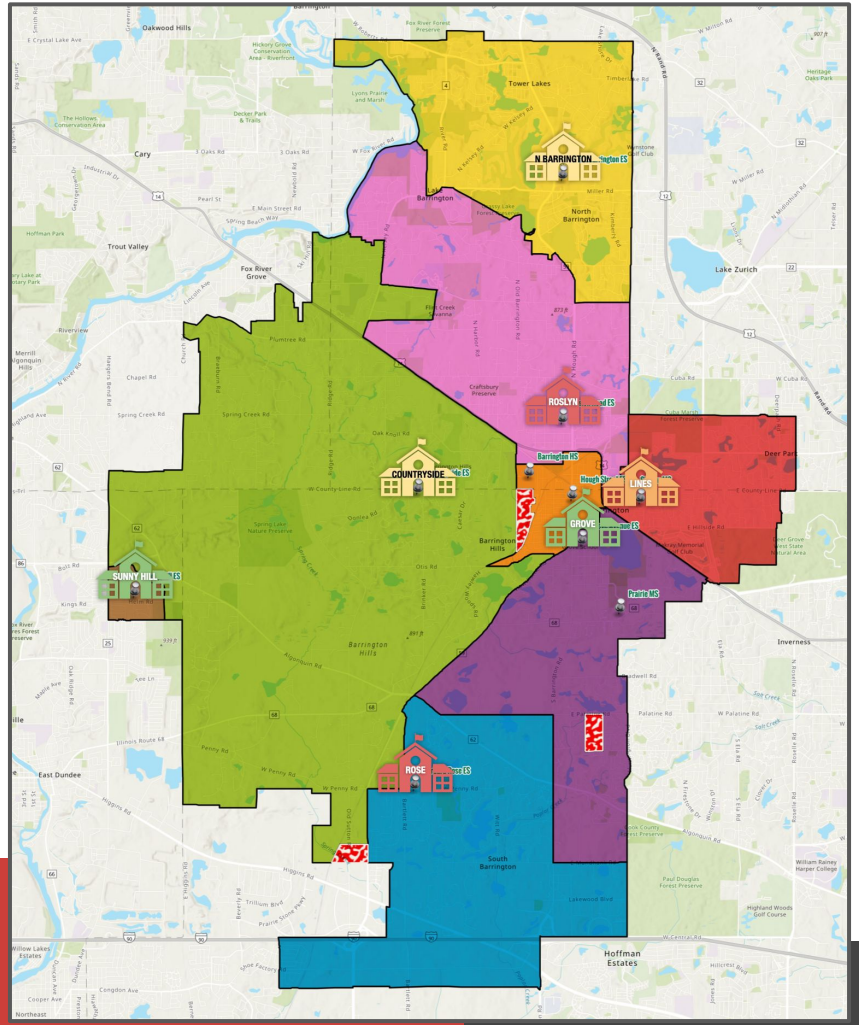
BARRINGTON 220
MULTILINGUAL PROGRAMS

Indicators of Success

- 80% or more EL students graduate out of services within 6 years
- Former ELs/Never ELs in DL perform comparable or better than Monolingual Peers on standardized assessments
- ELs in DL do better on standardized performance then ELs *not* in DL
- All DL students demonstrate reading proficiency in reading in BOTH languages

BARRINGTON 220
MULTILINGUAL PROGRAMS

Recommendations



Overarching Vision

5 Year Implementation Plan
Current enrollments NOT impacted

Color	Language/ Program	# of Strands (K-5) & Location
Green	Spanish DL	4 strands 2 Sunny Hill, 2 Grove
Red	Chinese Immersion	2 strands 1 Rose, 1 Roslyn Road
Orange	Polish TBE	Lines
Yellow	TPI Speciality	North Barrington & Countryside

Dual Language :
2, K-5 Strands at Sunny Hill & Grove

- Expands program
- Increases access for all
- Improve EL placement
- Keep siblings together
- Strengthen instruction
- Preserve gen ed options
- Provides East/West locations
- Enhance collaboration
- Improve teacher retention
- Amplify belonging and relationships



Bilingual Polish Services
TBE at Lines

- Increased bilingualism for students
- Elevates students' cultural assets
- Proactive hiring
- Introduce new language offerings



Chinese Immersion:
1 Strand of K-5 at Rose & Roslyn (2 total)

- Maintains program size
- Increases flexibility
- Keep siblings together
- Add to program appeal
- Preserve MTSS/Extended services
- Preserve gen ed options
- Provides North/South locations
- Enhance collaboration
- Improve teacher retention
- Strengthen instruction & belonging



ML Services Enhancement

TPI Specialty Sites: Countryside and North Barrington

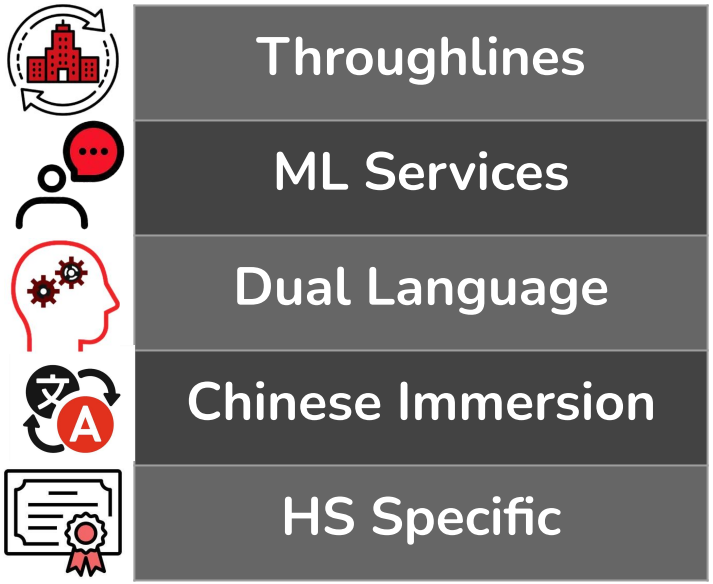
Benefits:
More in EL class services/increased service time
Centralize screening
Two locations for increased EL Support

Other Considerations:
Invest in ESL certifications



Secondary ML Services & DL/CI Expansion

5 Year Goals



Next Steps

Next Steps

- Enrollment
- Bussing
- Staffing timeline
- ESL endorsements for TPI sites
- Communication and community engagement



Language Program Recommendations Summary

- Slow roll out- **no current families moved**
- **Program stability** has positive impacts on family and staff experience, belonging, teacher retention, collaboration and instruction
- **Increasing access and quality of services** for growing EL population
- **Increasing** access and **convenience** for all district families and students
- **Enhancing coherence** across programs
- Establishing greater flexibility for **long term sustainability**

Long-Term Model Overview

Dual Language

4 strands
2 way at 2 sites
80-20
Sunny Hill & Grove

Chinese Immersion

2 strands
2 sites
80-20
Rose and Roslyn

Polish TBE

Polish TBE
Lines

TPI Speciality

In class ESL
2 sites
Countryside &
North Barrington

BARRINGTON 220
MULTILINGUAL PROGRAMS

Questions and Discussion

BARRINGTON 220
MULTILINGUAL PROGRAMS