

HOMEWOOD-FLOSSMOOR HIGH SCHOOL
PLANNING COMMITTEE AGENDA
April 13, 2023 - 7:30 a.m.
The Viking Room

1. Call to Order
2. [Approval of Minutes of the Planning Committee Meeting of January 25, 2023](#)
3. Comments
4. Old Business
 - a. Reading Program Mid-Term Progress (from January 2023 meeting)
 - b. Terrace Metrics Update
5. New Business
 - a. [Summer Curriculum Work](#)
 - b. [Summer Work Hours](#)
 - c. [Standards-Based Learning](#)
6. Adjournment

Approval of Minutes of the Planning Committee Meeting of January 25, 2023

MINUTES OF PLANNING COMMITTEE MEETING
Homewood-Flossmoor High School, 999 Kedzie, Flossmoor, IL
January 25, 2023

In attendance for all of the meeting were Mrs. Hoereth, Mr. Legardy, Dr. Wakeley, Dr. Alexander, Dr. Hester, Mrs. Rudan and Mrs. Erdey. Mr. Rob White, Math Department Chair, also attended the meeting.

Ms. Berman attended the meeting via telephone audio conference.

Mr. Christopher Riedel, community member, was in attendance.

The meeting was called to order at 7:33 a.m.

Approval of Minutes. The November 11, 2022, minutes stand approved as presented.

Comments. No comments were received.

Opening Remarks

Dr. Wakeley noted that the Student of the Quarter breakfast is taking place this morning and Dr. Alexander will be joining the meeting later. He is starting his day welcoming the students and their parents at the breakfast. In addition, Mrs. Rudan who is on the agenda to present today will arrive a little later. She is attending the breakfast where her daughter will be recognized as a Student of the Quarter. Mr. Legardy extended his congratulations to all the students being recognized at this morning's Student of the Quarter breakfast.

Integrated Math Pilot

Dr. Wakeley stated there has been a focus to closely examine our math curriculum, instructional delivery, sequence and program innovations that would provide a greater level of not only student achievement, but also overall student confidence in their math skills. Dr. Hester added that they developed a math team that met in the summer of 2021 and the first step was to do some research of new curricular materials and supports within the traditional sequence of classes. Last year they worked with the UIC math partner and created an integrated math plan and presented the plan to the math department. There was conversation and support from many of the math department teachers for the integrated math pathway, however, the decision was made to stay with the traditional math sequence for this school year. This year, based on feedback from the math department, some revisions were made to the plan and the plan is ready for a phased implementation starting with Integrated Math 1. Mr. Rob White gave a lengthy and thorough presentation regarding the integrated math pilot that is being proposed to be implemented in the 2023-2024 school year. Mr. White's recommendation is to transition from the traditional math pathway that includes an Algebra I, Geometry and Algebra II sequence to integrated math that includes a Math I, Math II and Math III sequence. He explained the reasoning for why there is a recommendation to implement an integrated math sequence as follows: Algebra is the base for all mathematics and students experience a 15 month gap between algebra classes. Because of this gap, the first several months of any advanced algebra (algebra 2) course is a review of previously taught concepts. By eliminating this gap, the following will be gained. 1) Time to shore up foundational skills previously learned, 2) Tie to allow students to process and thoroughly understand the math and 3) Time to include more

statistics and data science into the curriculum. In addition, integrated math allows for a spiral curriculum that will include multiple opportunities to review, reteach and introduce new concepts earlier than in the traditional curriculum. Mr. White is not only participating in the pilot with his staff, but he has also started a voluntary book study during their plan time focusing on researched based instructional strategies to leverage active learning in math. Additionally, they have been in contact with several high schools who are currently or will be implementing an integrated math approach. Growth in math achievement is seen in the districts that are using an integrated math approach. A lengthy and robust discussion ensued and the committee members had an opportunity to offer their comments and ask questions. Based on the committee's questions, the following information will be provided:

- A list of aspirational schools including New Trier and Stevenson that have implemented an integrated math plan.
- Math courses that selective colleges and universities are looking for and a list of schools that college counselors have contacted.
- A side by side comparison between the current traditional math sequence and proposed integrated math sequence including the percentage of students in each row of the sequence that Mr. White spoke to in his presentation.
- Feedback from articulation with feeder districts regarding the implementation of this plan.
- A plan for implementing integrated math in the feeder schools that includes who will be teaching the courses in their districts.
- The number of feeder school students currently taking math classes at H-F and the number of students who are taking Algebra 1 at the feeder schools.
- The cost associated with this pathway.
- The plan to communicate the integrated math pilot with the parents, students and the community.

Mr. Legardy invited Mr. White back to present to the entire board in February to continue discussions on this subject. Ms. Berman expressed her concern regarding the timing of this pilot stating that there has not been sufficient time to implement this pilot for the upcoming year. She added that this is a major redo of our math curriculum and noted that this is the first time the committee is hearing about it. She added she is not ok with implementing it in August because she does not have the information that she needs and it has not been properly vetted through the Planning Committee. Mrs. Berman added that she is interested and intrigued about this, however, she is not comfortable with moving forward with the implementation of this plan without having all of the information that she needs to make an informed decision. Dr. Wakeley proposed another Planning Committee and feels the information that has been requested can be provided before the February 21st board meeting.

Instructional Resource Approvals

Dr. Hester reviewed the instructional resources to be included in core instruction for the 2023-2024 school year. She noted the resources that are being proposed were reviewed by teacher teams, department chairs and herself. Paper texts will be available for review in the Superintendent's office from January 26, 2023 through February 9, 2023. In addition, the review of digital texts can be scheduled through her office. Dr. Hester reviewed instructional resources

for Science, Special Education, CTE, PE/Health/Drivers Education and Reading. Ms. Berman asked how this year's costs compare to previous years. Dr. Hester responded that there is an upward trend that is closer to what was spent prior to the pandemic. She pointed out that the cost would be more if the science resources were not digital. In addition, additional costs will be incurred if math resources are needed. This item will be on the February board agenda for approval.

Chair's Closing Remarks

Mr. Legardy stated that due to time constraints, another Planning Committee will be scheduled prior to the February 21, 2023, board meeting to discuss the agenda items that were not covered at today's meeting. The agenda items that were tabled include: The Reading Program Mid-Term Progress, Accelerated Placement Program Procedures and Communication and Instructional Coach Proposal. Ms. Berman requested the related costs of these items at the next meeting.

Adjournment. The meeting adjourned at 8:59 a.m.

Summer Curriculum Work

Homewood-Flossmoor High School Summer 2023 Curriculum Projects

Department	Course	Project	Projected Hours	Projected Amount
CTE	Resuarant Management	Complete Restaurant Management Course	42.0	\$1,470.00
ENGLISH	English 1, 2, 3, & 4	Phase 1: Vision /Research Phase 2: Develop Course Outcomes Lead English Curriculum Work	308.0	\$10,780.00
PE/HEALTH/DRIVERS ED	Strength and Performance Freshman Strength and Performance Sophomore	Curriculum Development Curriculum Alignment	84.0	\$2,940.00
SOCIAL SCIENCE	World History US History US Government African American Studies	Phase 2: Planning for Sem 1 2023 Curriculum Development Curriculum Alignment	35.0	\$1,225.00
SCIENCE	Biology Chemistry Physics Anatomy & Physiology	Phase 2: Develop Course Outcomes Lead Sciece Curriculum Work	216.0	\$8,347.00
SPECIAL EDUCATION	English 1, 2, 3, & 4 Biology Chemistry Physics (Ind/Asto) Principals of Biology All Courses Freshman Year	Phase 1: Vision /Research Phase 2: Develop Course Outcomes Lead English Curriculum Work	203.0	\$6,615.00
MEDIA LITERACY	Biology	Media Letacy Unit Requirement	14.00	\$490.00
Computer Literacy	All Courses Freshman Year	Computer Literacy Intg Requirement	84.0	\$2,940.00
Totals	CTE Coverd by Grant Money			\$1,470.00
	All Other Departments from General Fund			\$33,337.00

Summer Work Hours

To: Dr. Scott Wakeley and Dr. Clinton Alexander
From: Dr. Angela Taylor - Director of Special Education
Date: March 1, 2023
Re: Summer Work Hours

This summer the Department of Special Education will need the following supportive services:

Department Chair of Special Education

- David Dore - up to 10 days of summer work for the department (in excess of contractual days) @ a rate of \$35.00 an hour

Summer Diagnostic Team – These are evaluations @ a rate of \$44.00 an hour

- Kofi Shuck – Psychologist (Up to 4 psychological evaluations if needed)
- Carla Boyd - Psychologist (Up to 4 psychological evaluations if needed)
- Marina Brennan - Psychologist (Up to 4 psychological evaluations if needed)
- Anna Pignatiello - Psychologist/ External Placement Rep (Up to 15 days for case management, placement change, etc.)
- Myrna Cavazos – Social Worker (Up to 6 social developmental histories if needed)
- Kristina Zandi – Social Worker (Up to 6 social developmental histories if needed)
- Heithon Hurdle – Social Worker (Up to 6 social developmental histories if needed)
- Ashley Keca – Special Education Counselor/Transition (Up to 15 days if needed - 10 days week after school ends/registration week & 5 days as school counselor for IEP meetings)
- Christina Richardson – Meeting Facilitator (Up to 8 days for prep and meetings)
- One Special Education Teacher to act as Case Manager (Up to 8 days for prep and meetings)

Summer Diagnostic Team @ a rate of \$35.00 an hour

- One General Education Teacher for IEP meetings (Up to 5 days)

Payment Schedule

\$44.00 an hour per contract for summer work

- Most evaluations will be completed in 3 days per psych evaluation
- Up to 5 days have been pre-arranged for eligibility and IEP/ intake meetings
- Up to 3 days set aside to prep for meetings (Staffing Facilitator, Case Manager, School Psychologist, Social Worker, Speech/ Language Pathologist & School Counselor)

Staffing Secretary

- Laura Ungaro to set up meetings for summer meetings up to 5 days of work

Extended School Year (ESY) & Summer School Staffing Needs*

Teachers for the Extended School Year program which includes Life Skills and VAST students:

- 3.0 FTE @ \$7,700.00 \$23,475.00

Instructional Assistants:

- ESY - (3) Instructional Assistants as classroom assistants @ an average rate of pay of \$21.70
- ESY - (5) Instructional Assistants as 1:1 IA's for student's IEP requirement @ an average rate of pay of \$21.70
- Summer School - (2) Instructional Assistants as classroom assistants @ an average rate of pay of \$21.70
- Summer School - (2) Instructional Assistants as 1:1 IA's for students attending summer school @ an average rate of pay of \$21.70

Summer School Teacher:

- Up to 1.0 FTE @ \$7,700.00.....Special Education Teacher - World History (6 weeks)
- Up to 1.0 FTE @ \$7,700.00.....Special Education Teacher - U.S. History (6 weeks)

Summer School Recovery Facilitator:

- Up to 2.0 FTE @ \$7,700.00.....Special Education Teacher to act as credit recovery facilitator (6 weeks)

ESY Related Services:

- Prorated SPEED Cooperative for Physical Therapy and/or Hearing Itinerant
- Occupational Therapist per student's IEP requirement @ an average rate of pay of \$44.00 an hour
- Speech/Language per student's IEP requirement @ an average rate of pay of \$44.00 an hour
- Social Worker per student's IEP requirement @ an average rate of pay of \$44.00 an hour

Registration is still open for our Extended School Year program so these figures are dependent upon registration numbers.

Standards-Based Learning

Policy 6:15 School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared *State Goals for Learning and Learning Standards*.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare the school annual recognition application and quality assurance appraisal, whether internal or external, to assess continuous school improvement.
2. Continuously assess the District and school overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with [105 ILCS 5/2-3.153](#), annually administer a climate survey on the instructional environment within the school to, at minimum, students in grades 9 through 12 and teachers.

LEGAL REF.:

[105 ILCS 5/2-3.25](#), [5/2-3.25a](#), [5/2-3.25b](#), [5/2-3.25c](#), [5/2-3.25d-5](#), [5/2-3.25e-5](#), [5/2-3.25f](#), [5/2-3.25f-5](#), [5/2-3.63](#), [5/2-3.64a-5](#), [5/2-3.153](#), [5/10-17a](#), [5/10-21.3a](#), and [5/27-1](#).

[23 Ill.Admin.Code Part 1](#), Subpart A: Recognition Requirements.

CROSS REF.: [6:170](#) (Title I Programs), [6:340](#) (Student Testing and Assessment Program), [7:10](#) (Equal Educational Opportunities)

Adopted: January 17, 2023

Homewood-Flossmoor CHSD 233

Policy 6:40 Curriculum Development

Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy [7:10](#), *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy [7:10](#), *Equal Educational Opportunities*.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.:

[20 U.S.C. §1681](#), Title IX of the Education Amendments of 1972, implemented by [34 C.F.R. Part 106](#).

[105 ILCS 5/10-20.8](#) and [5/10-19](#).

CROSS REF.: [6:60](#) (Curriculum Content), [6:65](#) (Student Social and Emotional Development), [6:70](#) (Teaching About Religions), [6:80](#) (Teaching About Controversial Issues) [6:100](#) (Using Animals in the Educational Program), [6:110](#) (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), [6:120](#) (Education of Children with Disabilities), [6:135](#) (Accelerated Placement Program), [6:140](#) (Education of Homeless Children), [6:145](#) (Migrant Students), [6:150](#) (Home and Hospital Instruction), [6:160](#) (English Learners), [6:170](#) (Title I Programs), [6:180](#) (Extended Instructional Programs), [7:10](#) (Equal Educational Opportunities), [7:15](#) (Student and Family Privacy Rights)

ADOPTED: August 16, 2022

Homewood-Flossmoor CHSD 233