HOMEWOOD-FLOSSMOOR HIGH SCHOOL
PLANNING COMMITTEE AGENDA
August 11, 2022 - 7:30am
The Viking Room

1. Call to Order

2. Approval of Minutes of the [Planning Committee Meeting of June 8, 2022](#)

3. Comments

4. Topics:
   a. Policy Review Update

   a. Viking Learning Academy

   b. [Flexible Learning Pilot](#)

   c. Smithson BankCorp Service Proposal

5. Adjournment

Planning Committee Meeting of June 8, 2022

MINUTES OF PLANNING COMMITTEE MEETING
Homewood-Flossmoor High School, 999 Kedzie, Flossmoor, IL
June 8, 2022

In attendance for all of the meeting were Mr. Legardy, Dr. Mansfield, Dr. Wakeley, Dr. Cook, Mr. Richardson and Mrs. Bryant. Ms. Berman and Ms. Hoereth were also in attendance via Zoom video conference.

Mrs. Marilyn Thomas, HF Chronicle was also in attendance.

The meeting was called to order at 10:02 a.m.

Approval of Minutes. The May 6, 2022, minutes stand approved as presented.

Comments

Dr. Mansfield spoke briefly on the Southland Career and Technical Center that will be housed in the old Rich East High School for use in the south suburban area. He pointed out that a career center has not existed since 1989 in the south suburbs. He noted that the superintendents from the area have joined on this initiative and have received support from several of the state's legislators as well. The project is still possibly two years out and an update may be given to the full board at the June board meeting. Dr. Mansfield noted that Dr. Wakeley will continue to represent the district regarding the career center as he transitions out and Dr. Wakeley will continue to keep the board informed.

Mr. Legary expressed his appreciation to Dr. Mansfield whose last Planning Committee meeting is today and thanked him for all of his years of service and putting the district on the right track. Mr. Legardy stated that Dr. Mansfield is leaving an amazing legacy and added that it is the end of an era, but the start of an exciting new one for him. Mr. Legardy informed the committee that an updated "pending adoption" manual and a new reference grid will be sent out today to all the board members for their review. The current manual that they previously received should be discarded and he is still targeting the June board meeting for official approval of the draft policies, but noted that if needed, the review can take a little longer.

Dr. Wakeley shared that he has had some informal conversations with the board about a proposed Ombudsman program for H-F students that can be utilized on H-F's campus. Programming in-house will be available for students who experience social/emotional difficulties, attendance issues and academic deficiencies. He also has been working with Dr. Cook who is investigating ways to hopefully fully fund this program through available funds with the hope that no districts monies would be expended for at least a couple of years while they build the program. As they move forward, Dr. Wakeley will continue to provide more information and updates to the Planning Committee.

Board Procedure 3010 – Science Building Project

Dr. Mansfield stated that a presentation will be given as an update to the board at the June board meeting regarding the proposed Science Building Project. He added that Dr. Hester will walk the committee through the process today in regards to Procedure 3010 and the related educational needs. He noted that Dr. Cook already has presented and reviewed the related financial costs at a previous Finance Committee meeting. Dr. Hester gave a very thorough and detailed presentation and explained that they are in the process of revisioning for science and moving towards college and career pathways. By 2025 they will be required to offer students career endorsements. The science standards have changed and they are now aligning with the Next Generation Science Standards (NGSS) which expects students of varying levels of ability to work together in teams to find solutions to problems, record data, write reports, give

presentations, etc.; resulting in students understanding how to collaborate with others and thrive in a team-oriented environment. She added that to know and understand the content and skills set forth by NGSS for high school students, classrooms and labs need to be flexible learning spaces. These new flexible spaces will allow students to explore and do science. Dr. Hester added that H-F students will be provided the same or better high school experience that surrounding districts are now offering with new up-to-date classrooms that allow for more hands-on activities and exposure to resources that are otherwise unavailable. She also spoke on the challenges that exist in the current science classrooms that were originally built for a maximum of 24 students, as well as, the benefits of the larger proposed classrooms to accommodate science students' academic needs. Dr. Hester pointed out that resources from the National Science Teacher Association were included in her presentation. At the conclusion of her presentation, Dr. Hester stated that as they move forward with the goal to prepare students for college and careers, they really need to be able to fully implement different science pathways and be able to have the facilities that allow that space, equipment and safety issues to allow H-F to remain as competitive as possible. Dr. Wakeley suggested that if the committee has any questions to let him know and they can incorporate those questions into the presentation for the full board in June.

Proposed Dress Code Review

Dr. Wakeley stated the proposed new dress code was discussed and evolved with the Parent/Teacher Discipline Committee. Students also were involved in the process after sharing their concerns regarding the school's current dress code back in September. Mr. Fantin stated that when they worked on the proposed dress code, their goal was to ensure that the dress code is culturally responsive and still holds the standards that H-F has come to expect. He also noted that H-F's dress code is antiquated in comparison to other schools' dress codes across the country that are now more liberal and minimalistic. In addition, all efforts are being made to move dress to gender neutral. Mr. Fantin and Dean Brown gave a review of the proposed dress code and a lengthy discussion ensued. Each member of the committee had an opportunity to express their thoughts and share comments. Mr. Legardy voiced concerns related to tank tops and mid-drift tops as to their appropriateness in the school setting. After a very lengthy and extensive discussion on the proposed dress code, Mr. Fantin looked to the committee for direction related to four items that remained in question. The four items were headwear, tank tops/spaghetti strap tops, mid-drift tops to the navel and length of shorts and skirts. It was noted that religious headwear and scarves may be worn, however hoodies and hats would not be allowed to be worn inside of the school. The consensus of the committee was that the headwear, tank tops/spaghetti strap tops, mid-drift tops to the navel and length of shorts and skirts as presented by the Parent/Teacher Discipline Committee would remain unchanged and presented as proposed to the board to vote on at their June 21, 2022 meeting. Ms. Berman applauded Mr. Fantin and Ms. Brown for taking the time to include students, parents, and faculty so their voices were heard and given an opportunity to understand why there is a process and why things were adopted or not. She hopes that students will also help in enforcing this new dress code policy because they were involved in the process that occurred. Ms. Hoereth agreed with the comments that Mr. Legardy and Ms. Berman have made and stated that it is always a good exercise in policy like this to look at it through a diversity, equity and inclusion (DEI) lens and she feels that was done.

Chair's Closing Remarks

Mr. Legardy thanked everyone for their time and feedback today and noted that it is the last Planning Committee meeting of the year.

Adjournment. The meeting adjourned at 11:27 a.m.

Flexible Learning Pilot

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Flexible Learning Pilot

H-F Blended Learning Pilot Proposal

Blended Learning Proposal

The Flexible Learning Think Tank is proposing a [blended learning](#) pilot for implementation during the 2023-2024 school year in the courses listed below.

Dept	Course	Teachers
English	African American Literature	Tiffany Stewart-Williams, Sahar Mustafah
English	Intro to College Composition	Sarah Pittman
Science	Microbiology	Kim Smith, Katherine Stolzenbach
Science	Physics	Matt Bonges, Joe Muller
Social Science	Economics	Nick Anello

The purpose of the blended learning pilot is to provide students with flexible educational options to achieve their college, career, and life goals. Teachers and Department Chairs involved in the pilot will create blended instruction, support each other throughout design and implementation, analyze pilot data, and thoughtfully innovate the learning environment in partnership with their students.

Expected Outcomes

The expected outcomes of the blended learning pilot for students are:
- Students enrolled in pilot courses during the 2023-2024 school year achieve a letter grade of an A or B and experience the same or higher success rates on common assessments and final exams as students participating in traditional courses.
- Students report increased flexibility in controlling elements of pace, place, and time.
- Students report increased engagement and agency in their blended classes.
- Students provide feedback to further innovate flexible learning models.

The expected outcomes for blended learning pilot teachers are:
- Teachers report student success with meeting course outcomes and providing differentiated learning experiences for students.
- Teachers report positive experiences with designing instruction and meeting students academic needs.
- Teachers provide valuable feedback on the instructional, operational, and technical aspects of blended learning to administrators and teams to further innovate learning.

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Definition of Blended Learning

In a blended learning class, students learn through in-person, teacher-facilitated instruction and through online asynchronous instruction or other project-based tasks. The most commonly cited definition of blended learning comes from the Clayton Christensen Institute.

"The definition of blended learning is a formal education program in which a student learns:
1. at least in part through online learning, with some element of student control over time, place, path, and/or pace;
2. at least in part in a supervised brick-and-mortar location away from home;
3. and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience."

(https://www.christenseninstitute.org/blended-learning-definitions-and-models/)

Observations of blended instruction show that no two classrooms look alike because teachers and students partner to use in-class learning and flexible learning structures to meet the needs of individual students.

Benefits of Blended Learning

Traditional high school instruction promotes teacher-centered classrooms where students receive instruction fully in-person and completely in a brick and mortar setting. This model has been challenged for decades because it does not allow students to develop high levels of independence, agency in their learning, or take ownership of their learning. Blended learning shifts the traditional teacher-centered classroom to a more responsive, student-centered learning experience while providing effective support.

Blended learning has been found to increase ownership in learning for students by giving them more control over how they work, where they work, and when they work. It also makes learning experiences more personalized to students' individual needs. Students have more options to work with teachers individually and in small groups. Teachers have increased capabilities to provide students with timely feedback critical to supporting all students in meeting course learning outcomes. Blended learning occurs in a dynamic environment where both technology and social interaction are integrated to help students construct meaning and transfer that learning to multiple contexts.

How Blended Learning Works

In-Class Learning	Flexible Learning

Whole class attends 2-3 days/week or portions of a block period

Small groups of students attend as teacher schedules or requests

Individuals attend as teachers schedules or student requests

Instruction focuses on co-constructing knowledge and collaboration

Students engage in teacher designed independent lessons/tasks.

Students may collaborate virtually or in-person on tasks if directed by the teacher.

Students control the place, pace, and time of their learning

Blended Learning Pilot Team:

Department Chairs:
- Jeanne Miller
- Kim Smith
- Nick Anello

Pilot Teachers:
- English
  - African American Literature - Tiffany Stewart-Williams, Sahar Mustafah
  - Introduction to College Composition - Sarah Pittman
- Science
  - Physics - Joe Muller, Matt Bonges
  - Microbiology - Kim Smith, Kathryn Stolzenbach
- Social Science
  - Economics - Nick Anello

Deans
- All Deans

Administrators:
- Jen Hester
- Clinton Alexander
- Craig Fantin
- Quitman Dillard

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Responsibilities of the Pilot Team

Step 1) Design the learning environment, technology needs, and logistics for implementing the blended pilot: The pilot team will meet and develop a blended learning pilot to include the following:

- Learning Environment
  - Students
    - Psychologically safe learning environment
    - Profile of successful learner in the blended space and how to build competencies
    - Expectations for learning, managing time, and performance
  - Teachers
    - Curriculum
      - Review curriculum for design in blended space, with focus on achieving unit learning outcomes
    - Instruction
      - Determine best practices for in-person and independent learning
      - Instructional designs for asynchronous and synchronous learning
      - Determine expectations for student and teacher responsibility in the learning process
    - Assessment
      - Development of Problem-Based Assessment and other assessment designs in the blended space
      - Integration of course assessments into the blended space
    - SEL/Equity/Profile of a Viking
      - Integration of SEL goals into the blended space
      - Integration of Equity goals into the blended space
      - Integration of Profile of a Viking competencies into the blended space
- Technology needs
  - LMS needs
  - LMS structure
  - Content integration (Web-based applications, online resources)
  - Student device capabilities and needs

- Logistics
  - Operations
    - Attendance coding and protocol
    - Asynchronous space, expectations, and supervision
    - Communication of all things blended to all stakeholders
  - Teachers
    - Identification of Teachers "Ready to Go"
    - Professional Learning
    - Expectations for teaching, communicating with students/parents, and time
  - Students
    - Orientation for students and parents for blended learning
    - Expectations for managing flexible learning time, attendance procedures, and building procedures

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Step 2) Implement Pilot
- Implement some lesson designs in structures in Semester 1 and Semester 2 of 2022-2023 with focus on building student independence.
- Implement full Pilot in 2023-2024 school year.

Professional Learning

Teachers will participate in a blended model of professional learning with asynchronous learning focusing on the work of Catlin Tucker. The Blended Team will read Balance with Blended Learning and take Tucker's asynchronous blended learning course. Synchronous, in-person or virtual learning will focus on designing elements of the blended learning pilot in alignment with the book chapters and asynchronous modules.

Pilot Implementation Timeline

Date	Action Step	Communication/Consultation
Jan 2022	Jen meets with Think Tank to share vision and begin working on components of the plan	- Communicate with Superintendent - Communicate with Management Team - Communicate with DCs - Tech Coaches
March 2022	Meetings with blended team members to develop components - Pilot Courses - Pilot Teachers - Pilot Partner Teachers Blended Learning Deep Dive Professional Learning - Asynchronous Course	- Communicate with Superintendent - Communicate with Management Team - Communicate with DCs
April 2022	Asynchronous professional learning continues with Module 3 check-in before starting Module 4.	Communicate with Superintendent
May 2022	Asynchronous professional learning continues with goal of completion prior to May 23rd. Begin to plan summer design studio	- Communicate with Superintendent - Communicate with DCs - Communicate to Departments
June 2022	Blended Design Studio to develop components - Learning Environment - Technology	- Communicate with Superintendent - Communicate with Management Team - Communicate Pilot with Planning Committee

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	Teacher teams prepare for implementation of in-person components in their classrooms (Try, Measure, Learn)	
August 2022	Director of CIPD check-ins with blended pilot team members on in-person implementation elements (Try, Measure, Learn)	● Communicate with Superintendent and Principal ● Communicate with Management Team ● Communicate with DCs

Sept 2022	Meetings with blended team members to develop components (Sept 13 3:15 - 5:15).
	  ● Curriculum
	  ● Instruction
	  ● Assessment
	Meetings with APs and Deans to develop components:
	  ● Logistics
	    ○ Locations for independent learning
	    ○ Procedures for attendance and independent learning
		● Communicate with Superintendent and Principal
		● Communicate with Management Team
		● Communicate Blended Status with Departments
		● Communicate with DCs

Oct 2022	Meeting with blended team members to develop components (Oct 15, 3:15 - 5:15)
	  ● Assessment
	  ● Student Guidelines and Supports
	DCs - propose blended courses for 23-24 school year
		● Communicate with Superintendent and Principal
		● Communicate with Management Team
		● Communicate with DCs
		● Courses to Board Planning Committee

Nov 2022	Meeting with blended team members to develop components (Nov 15 3:15 - 5:15)
	  ● Launching blended pilots
	Meetings with APs and Deans
	  ● Launching blended pilots
	
	Communicate courses in course offering guide.
		● Courses to Board of Education
		● Communicate registration process and procedures to DCs

Dec 2022	Meeting with blended team members to develop components (Dec 13 3:15 - 5:15)
	  ● Launching blended pilots
	Meetings with APs and Deans
	  ● Launching blended pilots
		● Communicate with Superintendent and Principal
		● Communicate with Departments
		● Communicate with parents and students

Jan	Meeting with blended team members	● Communicate with Superintendent

2022	● Develop courses ● Implement some elements of independent learning Meeting with APs and Deans ● Operationalize logistics	and Principal ● Communicate with DCs ● Communicate with parents and students
Feb 2023	Meeting with blended team members ● Develop courses ● Implement some elements of independent learning Meeting with APs and Deans ● Operationalize logistics	● Communicate with Superintendent and Principal ● Communicate with parents and students
Mar 2023	Meeting with blended team members ● Develop courses ● Implement some elements of independent learning Meeting with APs and Deans ● Operationalize logistics Professional Learning begins with any new cohorts of teachers	● Communicate with Superintendent and Principal ● Communicate with DCs
Apr 2023	All blended team members Review of all blended pilot aspects; data collection procedures are in place Professional Learning begins with any new cohorts of teachers	● Communicate with Superintendent and Principal ● Communicate with DCs ● Communicate with Departments
May 2023	Final data collection and summaries, recommendations for curricular, instructional, or logistical changes for 23-24 school year	
Summer 2023	Summer course development	
SY 2023 - 2024	Implement blended pilot, collect data, determine future of blended learning	