

HOMEWOOD-FLOSSMOOR HIGH SCHOOL
PERSONNEL COMMITTEE AGENDA
Thursday, November 21, 2024
3:30 p.m.
Superintendent's Conference Room

AGENDA

1. Call to Order
2. [Approval of regular meeting minutes September 19, 2024](#)
3. Comments
4. HR Update
5. [New Position FY25-26](#)
6. Move into Executive Session pursuant to 5 ILCS 120/2(c) of the *Open Meetings Act* to consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the School District.
7. Approval of closed meeting minutes of September 19, 2024
8. Return to Open Session
9. Adjournment

Approval of regular meeting minutes September 19, 2024

MINUTES OF PERSONNEL COMMITTEE MEETING
Homewood-Flossmoor High School, 999 Kedzie, Flossmoor, IL
September 19, 2024

In attendance for all of the meeting were Mr. Legardy, Ms. Turnquest, Ms. Jackson, and Dr. Wakeley. Dr. Kilrea and Dr. Gay were also in attendance. No members of the public were in attendance.

The meeting was called to order at 3:35 p.m.

Approval of Minutes. The April 4, 2024 meeting minutes stand approved as presented.

Comments. No members of the public were in attendance. No comments were received.

Executive Session. The committee moved into Executive Session at 3:36 p.m., pursuant to 5 ILCS 120/2(c) of the Open Meetings Act to consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the School District.

Return to Open Meeting. The committee returned to open session at 4:37 p.m.

HR Update

Drs. Gay and Kilrea reported that all open teaching positions within the district have been filled with qualified and quality teachers. They noted that unlike HF, many school districts are experiencing difficulty in filling teaching positions. Regarding current staff openings, due to recent resignations, there is a Bookkeeper position and also an Instructional Assistant position that are both currently open. Two retirements will occur at the end of this school year. They also spoke on a small and manageable number of staff who are on leave of absence due to various reasons. Drs. Gay and Kilrea are working on retention and recruitment of staff and stated that the district does not have a lot of turnover because HF is a destination school. However, they feel an opportunity does exist to create a full spectrum and a systemized approach of training for certified and non-certified staff and they will continue their focus in this area. Drs. Gay and Kilrea commented that the transition to Department Leads has gone very well and the Leads have been great to work with. They stated they have been impressed with what they have seen and added that the Leads are really in touch with their staff. Drs. Gay and Kilrea will be attending some of the division lead meetings and will continue to build relationships moving forward. Dr. Wakeley stated one of the things that will be put into place whenever possible, will be to conduct a mini audit of the department prior to making staffing decisions that are not just enrollment driven. Moving forward Drs. Gay and Kilrea will be looking at enrollment patterns and sectioning to prepare for recruitment efforts in the spring. Student teaching is also an area that they will look at as an additional way to recruit. In addition, they are also working closely with the business office and are looking at how to digitalize timesheets and eliminate paper. They are also investigating implementing AESOP as a resource for managing substitute teaching. The district's sub caller still calls manually. Using AESOP, they believe will increase the district's sub pool because subs will have the ability to plan their schedules in advance through the AESOP system. AESOP also works well with payroll. AESOP would not eliminate the need for a sub caller inhouse. They will also be looking at substitute teacher pay rates in comparison with other local districts. Drs. Gay and Kilrea noted that the Treasurer's Office is moving to Skyward. It is a huge implementation for getting systems and processes in place. Skyward is driven by the Treasurer's Office. Moving forward, Drs. Gay and Kilrea plan on looking at other local HR offices for efficiencies in their systems that may also prove to be beneficial to HF. They will report back to the committee on their findings.

HR Staffing

Drs. Gay and Kilrea spoke on the need for adding an HR assistant who would primarily perform clerical duties in the HR office. They explained that the much-needed additional clerical support would provide the Human Resources Specialist the ability to perform her job responsibilities without the many clerical things that she currently is spending a lot of her time on. After a fulsome discussion, support from the committee was given for the addition of an HR assistant position as requested.

Executive Session. The committee moved into Executive Session at 5:17 p.m., pursuant to 5 ILCS 120/2(c) of the Open Meetings Act to consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the School District.

Return to Open Meeting. The committee returned to open session at 5:27 p.m.

Adjournment. The meeting adjourned at 5:28 p.m.

New Position FY25-26



Dr. Scott Wakeley
Superintendent

Dr. Clinton Alexander
Principal

Homewood-Flossmoor High School

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Job Description: Transition Specialist (High Incidence)

Position Title: Transition Specialist

Reports To: Director of Special Education

Position Overview:

The Transition Specialist is critical to successful post-secondary planning for students with disabilities. This role involves transition planning for students, educating families on available transition support, opening cases with the Illinois Division of Rehabilitative Services (DRS), and maintaining compliance with the STEP grant.

Essential Duties and Responsibilities:

1. Transition Planning for Students

- Ensure compliance with all Illinois State Performance Plan (SPP) Indicator 13 Checklist for students on their caseload.
- Develop individualized Transition Plans for students in collaboration with the student, parents, teachers, and other relevant stakeholders.
- Conduct transition interviews and assessments to help develop students' goals, strengths, and areas of need for post-secondary planning.
- Works closely with students to explore career and post-secondary educational opportunities, ensuring the development of meaningful attainable goals related to employment, further education, and independent living.
- Coordinate with IEP teams to ensure that transition services and activities are included in the IEP and aligned with student goals.



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2. Connect students and families with community links, programs, outside services, and post-secondary support.

- Assist staff with assembling resources and providing information to parents, students, and team members regarding community links, programs, and outside services, i.e. PUNS, Social Security, Medicaid, Guardianship, etc.
- Open cases on behalf of DRS for students who are eligible for DRS services.
- Create and maintain a comprehensive database of disability support services and accessibility resources at colleges, universities, vocational schools, and other post-secondary institutions that students express interest in.

3. Maintain Compliance with Reporting Requirements for DRS Secondary Transition Experience Program (STEP) Grant

- Ensure compliance with all monthly, quarterly, and yearly reporting requirements for transition services and the DRS STEP Grant.
- Maintain accurate and up-to-date records of all transition-related activities, student progress, and service outcomes.

4. Collaboration and Communication

- Collaborate with general and special education teachers, guidance counselors, and related service providers to integrate transition services into students' educational experiences.
- Serve as a liaison between students, families, post-secondary institutions, community organizations, and employers to ensure smooth transitions to life after high school.
- Provide professional development to staff regarding transition planning, post-secondary services, and resources for students with disabilities.
- Organize and facilitate informational meetings and workshops for students and families on post-secondary planning, disability rights, and available resources.

5. Additional Responsibilities

- Support students in applying for post-secondary education, employment, and training programs.
- Coordinate and lead job shadowing, work-based learning opportunities, and community integration experiences for the students.
- Stay current on best practices in transition services, disability services in higher education, and federal/state policies related to special education transition planning.



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Qualifications:

- Education:
 - Bachelor's degree in special education, vocational rehabilitation, social work, or a related field required;
 - Preferred: Transition Specialist Course Work
- Experience:
 - Minimum of 3 years of experience working with students with disabilities in a school or vocational setting, with expertise in transition planning and services.
 - Experience with DRS and adult transition services.
- Knowledge:
 - Comprehensive understanding of IDEA and Illinois State requirements for transition planning.
 - Knowledge of disability support services in higher education and postsecondary settings.
 - Familiarity with Illinois DRS STEP Grant and vocational rehabilitation services.
 - Strong understanding of accommodations, modifications, and assistive technologies available to support students with disabilities.
- Skills:
 - Excellent communication, interpersonal, and organizational skills.
 - Ability to collaborate effectively with students, families, and other professionals.
 - Proficient in maintaining data and records and using digital platforms for case management.
 - Problem-solving skills to address barriers to student success.
- Certification:
 - ISBE Professional Educator's License-
 - Preferred: LBS 2 Endorsement in Transition Planning preferred for specialized expertise in transition-related services.

Work Environment:

- The role primarily occurs in a school setting, with occasional travel to post-secondary institutions, community service agencies, and vocational training sites.
 - A flexible schedule is required to accommodate student meetings, workshops, and reporting deadlines.
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Physical Demands:

- The position may require some light lifting, travel between schools or post-secondary institutions, and participation in off-site visits or events related to student transitions.

Compensation: Commensurate with experience and education level. Benefits package included.

Date Developed: