From: Ankit Patel
To: Kedrowski,Debra
Subject: Re: Foia request
Date: Wednesday, November 13, 2019 11:19:53 AM

To the D86 FOIA Officer:

I am in receipt of your response to my FOIA request and have some concerns and questions I would like answered by 5 pm today.

You indicated that the response was not late because Monday was a federal holiday. Respectfully, Monday was a work day at D86. The high schools and the administration office were in session and conducting business. The response could have been sent to me by 5 pm on Monday, November 11.

Secondly, please post the entire response you sent me on the FOIA log on the D86 website, including the cover letter. You have only posted a link to the May 29 power point presentation you reference in the letter. The community has a right to see all of the documents, as well as your response, on the FOIA response log. The letter references a link to additional documents. Please post the letter immediately.

Finally, please confirm that no documents have been withheld under any FOIA exceptions. I was surprised that no actual proposals were produced in response to my request. I did not ask for documents simply referencing or listing science sequence proposals. I asked for actual written proposals. My FOIA request was clear:

> Please produce in PDF form **any proposal** for a Common District 86 Science Sequence program **developed and/or drafted** by the Hinsdale South and/or Hinsdale Central Science Department Chairs between December 1, 2018 and May 1, 2019 **that was submitted for review and consideration to any**

D86 administrator (including but not limited to Bruce Law, Tammy Prentiss, Carol Baker). This would include proposals for a multiple sequence science curriculum similar to the New Trier model or a single sequence Physics first model offered at other high schools..

Please produce these proposals to me by the close of business today, if they exist, or confirm that they do not exist.

Sincerely,

Ankit Patel

Sent from my iPhone

On Nov 12, 2019, at 8:58 AM, Kedrowski,Debra <dkedrows@hinsdale86.org> wrote:

Your FOIA request was created on November 4 2019 at 1:14 pm. The District has 5 business days to respond to your FOIA request. The count of those days begins the day after a FOIA is received and excludes holidays. Monday, November 11 2019 was a federal holiday – Veteran's day – and therefore, your request was calculated as due by our FOIA management system as today, November 12 2019.

Your response and requested documents are now available through the GOVQA FOIA portal – and an email has been sent to your email account accordingly.

Please let me know if you have any further questions.

Thank you

Debra Kedrowski
Administrative Chief of Staff
Hinsdale District 86
630.655.6108

Follow us on Twitter or Facebook @HinsdaleD86

From: Ankit Patel <ankitpatel1@yahoo.com>
Sent: Tuesday, November 12, 2019 6:03 AM
To: Kedrowski,Debra <dkedrows@hinsdale86.org>
Subject: Foia request

To Whom It May Concern,

I have not received a response to my FOIA request dated 11/4/19 with requested response in PDF/electronic format. Per Section 3 of FOIA

guidelines, the district had 5 business days to produce the requested documents. 5 business days passed at 5 pm yesterday.

Please produce the requested documents in electronic/PDF format to be in compliance with FOIA requirements. Based on last evening's discussion by D86 administrators today at Hinsdale South about the investigation of a multiple sequence science curriculum option, my understanding is that the district has information pertaining to this FOIA request.

I appreciate your timely response to this matter within the next business day.

Sincerely,
Ankit Patel

Sent from my iPhone

D86 Science Program

Parent and Student Meeting 5/29/2019

DISTRICT 86 STRATEGIC PLAN

OUR MISSION

WHY WE EXIST

Empowering students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world

OUR VALUES

WHAT WE STAND FOR

Access
Accountability
Diversity
Equity
Excellence
Perseverance
Resiliency
Respect
Trust

WHAT WE WILL ACHIEVE

OUR GOALS AND STRATEGIES

WHAT IS OUR PRIORITY WORK

Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Student Growth and Achievement	**Learning Environment**	**Work Environment**	**Family and Community Connections**	**Resources**
All students are engaged in a rigorous education resulting in college, career, and life readiness	The learning environment promotes student well-being	Systems promote staff engagement, collaboration, innovation, satisfaction, and accountability	Families and the community are engaged as valued partners in the education process	Financial, facility, and technological resources align with District goals strategies and core values
Key Performance Measures will be established for all goals and strategies to monitor and report progress.				
High Priority Strategies	**High Priority Strategies**	**High Priority Strategies**	**High Priority Strategies**	**High Priority Strategies**
1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success 2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests 3. Students use their individual data to shape decisions about career and life readiness	4. Optimize the school day and calendar to meet individual student needs and promote student well-being 5. Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes 6. Best practices improve student social and emotional skills, and reduce excessive stress	7. Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence 8. A meaningful data and information system improves goal setting, analysis, progress monitoring, and reporting of performance across all functions 9. District 86 and sender K-8 districts collaborate to inform instruction and to develop a pathway linking elementary, middle, and high school experiences	10. Communication and collaboration with families and the community give them voice and opportunities for engagement and input and create new partnerships, all of which build trust and unity in the District 86 community 11. Partnerships with the community enhance student vocational, career, and life readiness	12. Resources are equitably distributed to meet the needs of all students as well as achieve the mission, vision, goals and strategies of the strategic plan 13. Facilities make both schools equitable and optimal for teaching and learning practices 14. Infrastructure, accessibility, and safety-deficiencies are addressed 15. A sustainable maintenance and technological infrastructure plan is implemented

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Goal One

Student Growth and Achievement

All students are engaged in a rigorous education resulting in college, career, and life readiness

High Priority Strategies

1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success

2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests

3. Students use their individual data to shape decisions about career and life readiness

Meetings and participants

April 4: Admin + DCs

April 16: Full team

April 29: Full team

May 6: Full team

May 14: Full team

May 22: Full team

Carol Baker	Assistant Superintendent for Academics
Arwen Pokorny Lyp	Principal - South
Bill Walsh	Principal - Central
Eric Martzolf	Assistant Principal of Instruction - South
Jessica Hurt	Assistant Principal of Instruction - Central
Julie Gaubatz	Science Department Chair - South
Julie May	Science Department Chair - Central
Jim Vetrone	Physics teacher - Central
David Bonner	Physics teacher - South
JR Paige	Biology teacher - Central
Randy Brogan	GeoPhysics teacher, interventionist - South
Dylan Canavan	Earth Science teacher - Central
Tracy McDonald	Chemistry teacher - South

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Process

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- Understand and discuss the charge of the D86 Science Program team
- Identify/refine D86 Science Program goals, align to the D86 Strategic Plan

D86 Science Program Goals 1-3

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D86 GOAL 1 (ALIGNMENT)
Align courses: Fees, texts, objectives, semester exams, anchor assessments.
D86 GOAL 2 (BIG IDEAS & INTEREST)
Increase student exposure to and interest in core sciences. - Student experience more core sciences (B,ES,P,C) - Students experience more of the NGSS PEs, CCC, and DCIs - Students enroll in more than the required 2 yrs of science, or the 3 yrs suggested by colleges
D86 GOAL 3 (COLLEGE & CAREER)
Align courses with college and career opportunities. - Increase AP enrollment - Increase the number of students passing AP exams - Enrollment in capstone course(s) - Provide junior/senior courses matching high demand careers and student interests - Courses are acceptable to colleges

D86 Science Program Goals 4-6

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D86 GOAL 4 (STRUCTURE)

Create a strategic and coherent science program.

- One course leads to another in terms of knowledge and skills, and in building interest
- Courses align intuitively
- Courses reflect student developmental level
- Maximize teacher expertise

D86 GOAL 5 (STUDENT CHOICE)

Provide informed student choice in coursework junior and senior year.

- Provide options for upperclassman specialization
- Support level changes

D86 GOAL 6 (SEL)

Increase SEL considerations for students and parents.

- Decrease confusion on course selection
- Decrease perceived need for tutoring
- Support student ability to change levels
- Support academic risk-taking
- Courses address various student academic needs

Process

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- Consider current research on student learning and engagement as well as the recommendations of the *Next Generation Science Standards.*

In 2010 Achieve completed an international benchmarking study of ten countries' science standards– selected based on their strong performance on international assessments and/or special interest to the United States– for the purpose of informing the development of the NRC *Framework* and the *Next Generation Science Standards*. Major findings were as follows:

- All ten countries have integrated science standards rather than grade-level, subject-specific courses in grades 6-9/10.
- Physical science standards (chemistry and physics content) receive the most emphasis.
- Life science standards focus on human biology and relationships among living things that highlights the personal and social significance of life science.
- Crosscutting content common to all of the sciences, such as the nature of science receives considerable attention.

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The Next Generation Science Standards

- Emphasizes 3-Dimensional Learning
  - Science and Engineering Practices (Skills)
  - Disciplinary Core Idea (Content)
  - Crosscutting Concepts (Connections)
- Students should learn to do science rather than learn about science
- Science curriculum should have less content so teachers and students have more time to conduct experiments and engage in research

NEXT GENERATION SCIENCE STANDARDS
For States, By States

Process

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- Identify various possible sequences and program candidates
- Analyze benefits/drawback of sequences based on goals and other logistics

Sequences Analyzed

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- Semester courses aligned by semester (specified fall and spring courses)
- Semester courses aligned by year (flexible fall and spring courses)
- California Model 1 (Earth Science integrated into Physics-Chemistry-Biology)
- California Model 2 (Earth Science integrated into Biology-Chemistry-Physics)

- Multiple course pathways (New Trier Model)
- Traditional sequencing (similar to Stevenson and others, Biology-Chemistry-Physics)
- Open-Enrollment (similar to HCHS)
- PCB (Similar to HSHS, Physics-Chemistry-Biology)
- Designer model (four tracks, two each for different abilities, two options within each track)

Process

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- Identify a skeleton science sequence/program based on our team's analysis to share out for feedback from teachers, parents, and full administrative team

Program Under Review

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Freshman	Sophomore	Junior	Senior
Physics of the Universe	Chemistry of Earth Systems	Biology of the Living Earth	<u>Capstone Courses:</u> Anatomy and Physiology *Dual Credit option* Capstone Earth Science *Dual Credit option* <u>Advanced Placement Courses:</u> AP Biology AP Chemistry AP Environmental Science AP Physics 2 AP Physics C AP Physics C - M AP Seminar AP Research
Physics of the Universe - Honors	Chemistry of Earth Systems - Honors	AP Biology	
	<u>Can be concurrent:</u> AP Seminar	<u>Can be concurrent:</u> AP Chemistry AP Environmental Science AP Physics C - M AP Physics 2 AP Research AP Seminar	

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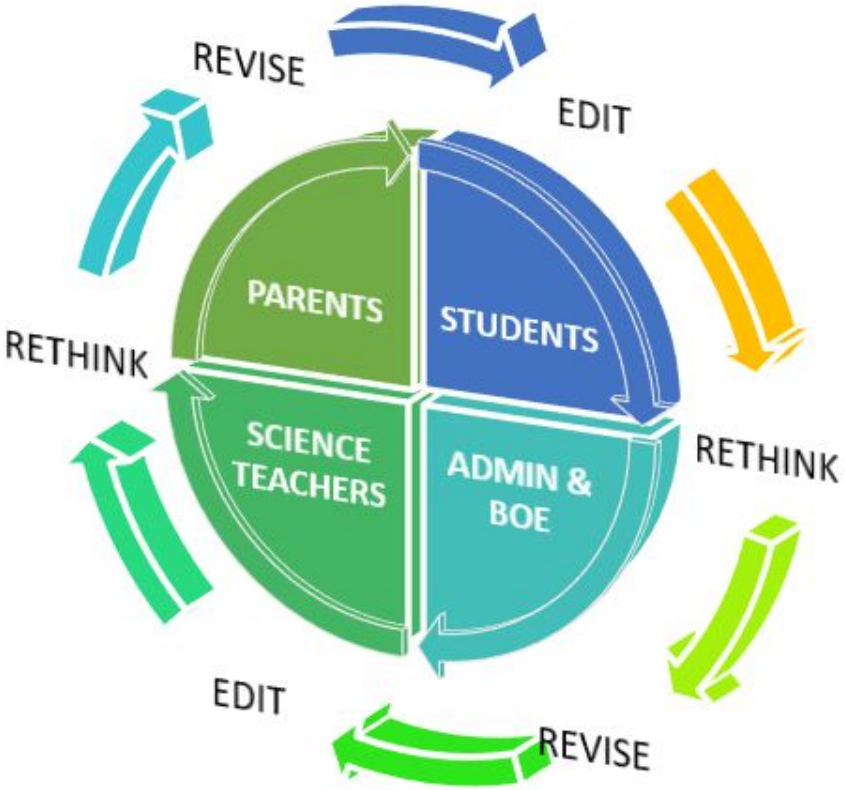
- Adjust and refine the science sequence based on feedback (repeat as needed)



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- Delineate next steps and required support (time, funding, professional development…)
- Present to the D86 School Board for discussion and approval

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Questions?

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Thank You!

You will receive an email with a link to complete a survey.

The next slides are optional -
they can be used if there are questions about the reasoning behind the sequence

High Performing PCB Schools

2018 US News & World Report - Top 10 Illinois High Schools - bold = PCB

1. **Walter Payton College Prep**
2. **Northside College Prep**
3. Lane Tech
4. Phoenix Military Academy
5. **Jones College Prep**
6. Whitney Young Magnet
7. Stevenson
8. **Proviso Math & Sci Academy**
9. Lincoln Park
10. Brooks College Prep

Theory Supporting P⟶C⟶B

(e.g., AAPT, 2006; Bardeen et al., 1998; Cavanaugh, 2006; Vazquez, 2006)

- **Provides foundational experience with experimentation**
  - graphing, math application, measurement
  - quick, repeatable experiments
  - easy-to-control variables
  - hands on and active
- **Provides background knowledge for modern biology**
  - Genetics, gene expression control, GMOs
  - Disease mechanisms, signalling, pharmacology
- **Content and skills from one science leads to the next**

Research Supporting P⟶C⟶B

(e.g., AAPT, 2006; Ewald et al., 2005; Glasser, 2004; Liang et al., 2001; Mountz, 2006; O'Brien & Thompson, 2009; Popkin, 2009; Williams, 2009)

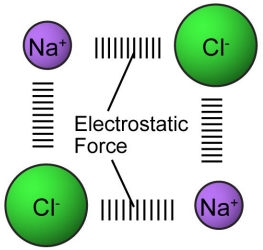
- Freshmen are as capable of learning physics as are juniors as long as they have the math skills
- PCB sequence increases the general population of high school students to physics concepts
- Students who begin with physics subsequently…
  - take more science courses,
  - improve scores on standardized science and math tests,
  - demonstrate higher-level scientific reasoning, and
  - express increased interests in science

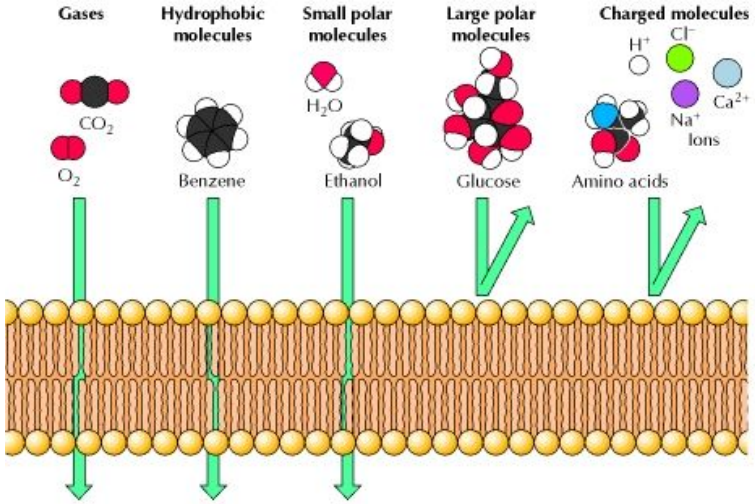
Experimentation

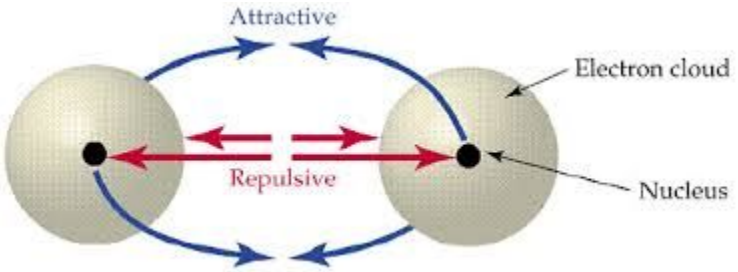
Variables, repeatability, abstraction, safety

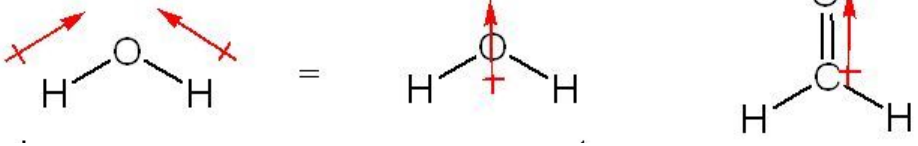
Distance (cm)	Time Trail 1	Time Trail 2	Time Trail 3	Time Average	Average Velocity
120	1.20	1.15	1.11	1.53	78.43
100	1.06	1.16	1.10	1.11	90.09
80	1.01	1.09	0.99	1.03	77.67
60	0.73	0.90	0.80	0.81	74.07
40	0.65	0.83	0.63	0.70	57.14
20	0.26	0.39	0.33	0.32	62.50

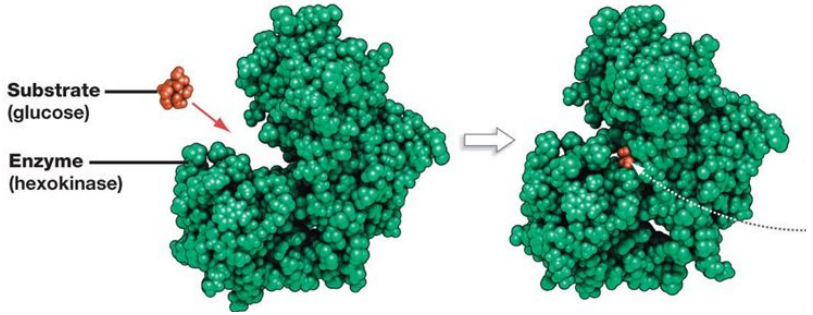
Electrostatics and Force Vectors → Bonding and Molecular Shapes → Biologically Active Molecules



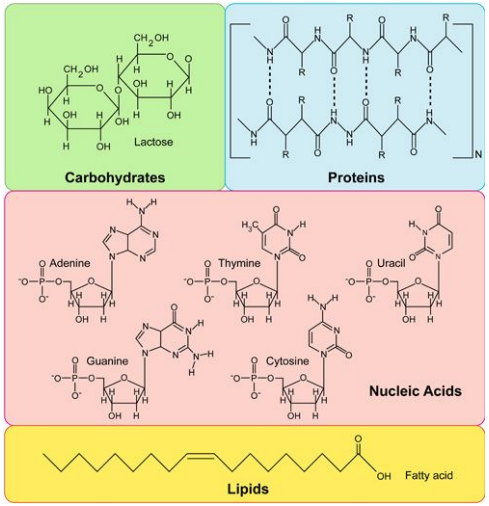


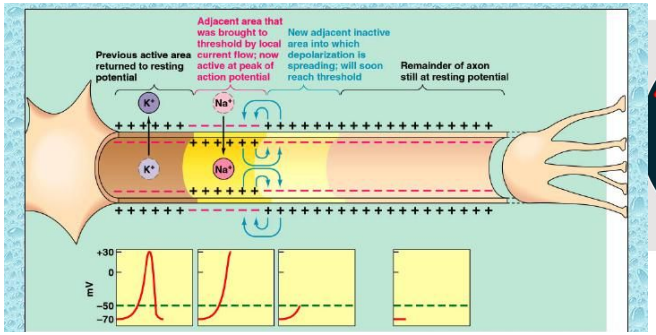


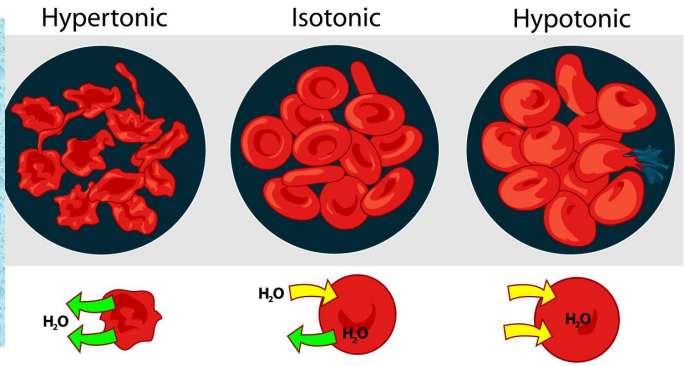




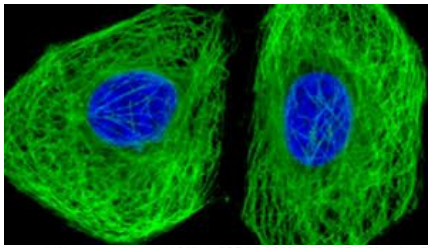
Modern Biology Requires Chemistry

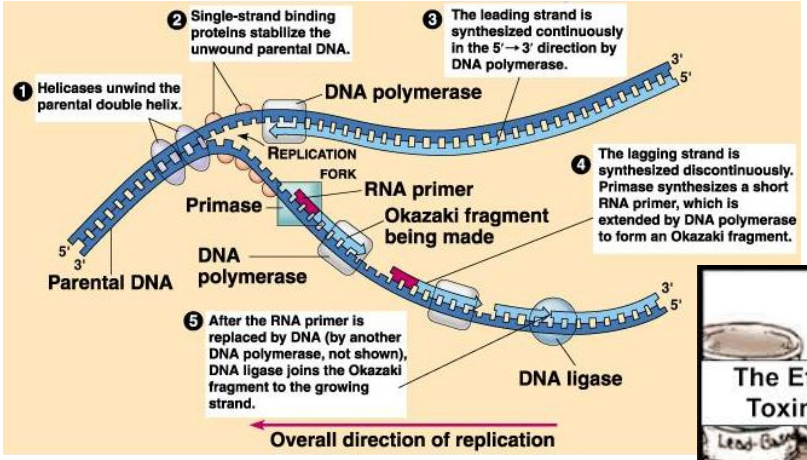


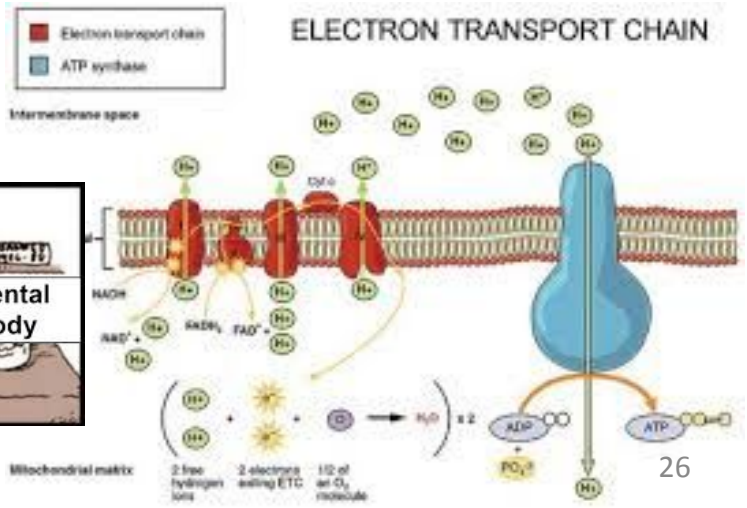




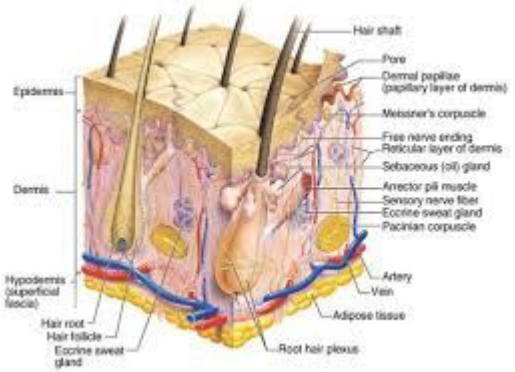
$$6\,CO_2 + 6\,H_2O \xrightarrow{SUN} C_6H_{12}O_6 + 6\,O_2$$

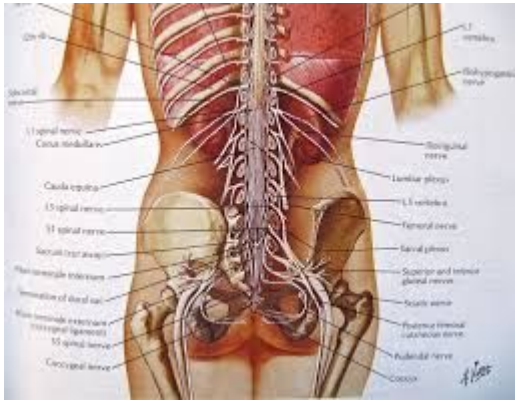


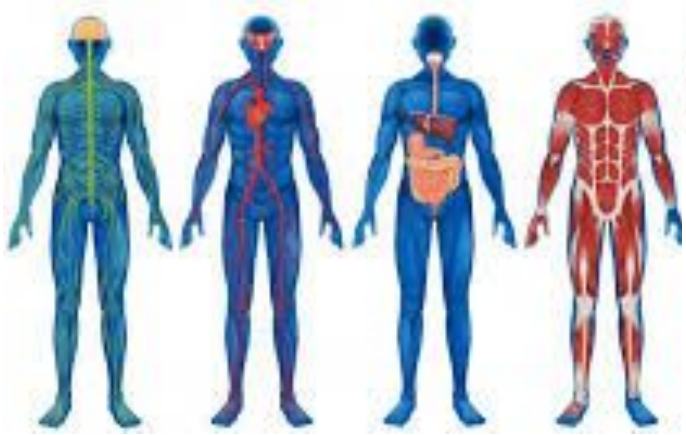


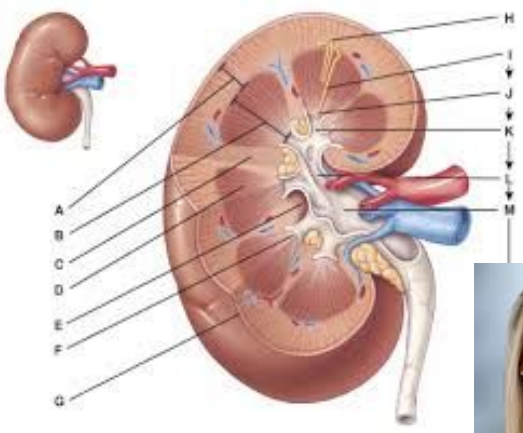


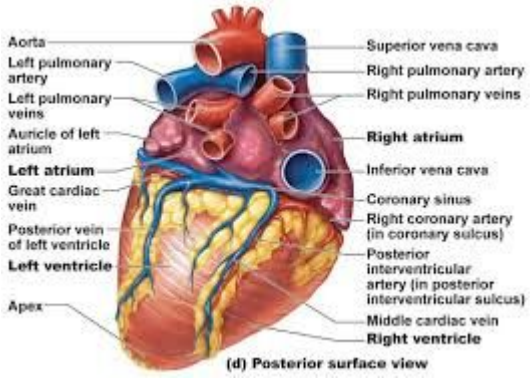
Anatomy & Physiology











Proposed Next Steps

- Share program under review for feedback from science department teachers
- *Use teacher feedback to revise, edit, re-think D86 Science Program*
- Present to a parent committee and gather feedback from parents
- *Use parent feedback to revise, edit, re-think D86 Science Program*
- Present to full administrative team and D86 School Board for feedback
- *Use admin and board feedback to revise, edit, re-think D86 Science Program*
- Present for D86 School Board approval
- Develop aligned curriculum and assessments