

Kedrowski,Debra

From: Kedrowski,Debra
Sent: Thursday, February 6, 2020 8:18 PM
To: Kim Comcast
Cc: Prentiss,Tamara
Subject: RE: FOIA Request R000758-121819
Attachments: FOIA 758_ Notaro Page 107 - Redacted.pdf; FOIA 758_ AP Test Results.pdf

Dear Ms. Notaro,

This email is in response to your voluminous FOIA request dated December 18, 2019, which was amended January 6, 2020, and in response to your email concerning the District's disclosures.

First, in response to your question regarding emails "to/from the non-D86 email addresses," thank you for clarifying that you did not intend to receive emails to/from the Hinsdale86.org domain, as you had stated in your request. In light of that understanding, the District has produced all of the responsive emails either in their entirety or with redactions.

Second, in light of the clarification of your request, no emails were withheld or redacted per FOIA Section 7(1)(j). Furthermore, no communication was withheld related to research and/or data used by the Science Committee in 2019 to select PCB as the recommended science curriculum.

Next, regarding pages 94 and 186, the redacted portions are exempt pursuant to FOIA Section 7(1)(f) as the redacted portions are internal opinions, preliminary drafts, and/or pre-decisional communications. As to pages 188 and 189, the portion of the email on page 188 following "Capstone class option – senior year," is actually the top portion of the photograph found on page 189. The District did not redact any information from the previously quoted text on page 188 through page 189.

Lastly, with respect to white redactions, the pages you specifically identified: 211, 215, 218, 221, 222, 223, 225, 226, 227, 228, and 229 do not contain any redactions made in white. As to page 211, in converting it into a PDF the AP Test Results table became corrupted. Therefore, attached to this response please find an uncorrupted PDF version of the scores that broke the table down into a series of documents. As you will note the top portion is mostly white, but that is just due to formatting and not the result of any District redactions. With respect to page 107, the District used a white redaction as the information redacted is exempt pursuant to FOIA Section 7(1)(f). However, as requested, we have attached this record with redactions in black.

You do still have a right to have the District's response(s) reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: publicaccess@atg.state.il.us

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and the District's response(s) when filing a Request for Review with the PAC. You also have the right to seek judicial review of any denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

This exchange and the attached documents will be added to the FOIA Log.

Sincerely,
FOIA Officer
Hinsdale Township High School District 86

Debra Kedrowski
Administrative Chief of Staff

Hinsdale District 86
630.655.6108



Follow us on [Twitter](#) or [Facebook](#) @HinsdaleD86

From: Kim Comcast [REDACTED]
Sent: Tuesday, January 28, 2020 10:48 PM
To: Kedrowski, Debra <dkedrows@hinsdale86.org>
Subject: FOIA Request R000758-121819

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Deb,

Thank you for finally posting responses to my FOIA Request R000758-121819. In order to decide if I must file a Request for Review with the Public Access Counselor's Office, I am seeking some clarification from you as a first step.

First, you may have misunderstood the correspondence I requested. I was looking for correspondence to and from the D86 staff that I listed **AND** the staff at OTHER Districts listed (who the science team stated during their public presentations they were in contact with, in order to create the new Science sequence).

You will note that there is an "**AND**" between the list of D86 emails addresses and the following OUTSIDE D86 email addresses:

Ahofeldt@d118.org Cililagan@cps.edu cmorain@pths209.org Dkleinschrodt@dist113.org englishj@nths.net Gregory.bays@chsd117.org galexander@argohs.net jgaubatz@hinsdale86.org jluepke@dist113.org jmay@hinsdale86.org Jrylander@glenbrook225.org Loritz1@cps.edu mrcervantes@loy.org Mrochrohr@glenbrook225.org rossc@cm201u.org sophia.liarakos@chsd117.org vturek@bhsd228.com wadr@nth.net AND/OR any email address ending with the following: argohs.net bhsd228.com chsd117.org cm201u.org cps.edu d118.org dist113.org glenbrook225.org hinsdale86.org loy.org nth.net pths209.org

Can you confirm that you produced all emails to/from the non-D86 email addresses that I listed in my request (and above), **in their entirety or with redactions**? If you **withheld** any emails to/from these non-D86 email addresses, please provide them to me in redacted form, showing the sender/recipient/date of the email, and then specify under which specific FOIA exception you made any redactions. If you will not provide me with identifying information regarding any emails you withheld to/from these individuals, please provide me with the specific FOIA exception that allows you to withhold the entire email AND refuse to provide me with any identifying information.

With respect to the other emails that were produced, you reference FOIA Section 7(1)(j) as an exception that allows you to withhold entire documents. Can you please advise the category of documents that you withheld and provide me with more identifying information regarding the nature of these documents? Further, please advise if you withheld any of the research and/or data used by the Science committee in the work they did in 2019 to selection PCB as the recommended science curriculum?

Further, can you please identify the specific FOIA exception that allowed D86 to blackout the content on the following pages:

- page 94
- page 186 from Erik Held to Tammy Prentiss dated .
- Page 188 & 189 following Capstone class options redacted entire paragraph

Were any redactions made in White as opposed to Black on any document? If so, can you please identify by page number the documents with White redactions, or in the alternative, provide those pages with redactions in black.

The following pages appear to have White redactions. Please confirm if that is the case, and if so, for each page specify the FOIA exception that you are asserting allows for the redactions:

- page 211, 215, 218, 221, 222, 223, 225, 226, 227, 228, 229

Since I only have 60 days to file a Request of Review, your prompt responses to these questions will be greatly appreciated.

Respectfully submitted,
Kim Notaro

we're in now, and it's not easy. There are many options out there, but two things we are looking at presently are a sequence by semester so students get a semester of Biology, Chemistry, Physics, and Earth Science their frosh and soph year, then they can specialize their junior and senior years. The other is a PCB version that integrates more Earth Science, and we're nicknaming that option the [California model](#). Below I'll paste notes I shared at our last sequence-determining meeting with lots of links.

Let us know what else we can do to help. 😊

Julie

[Redacted content]

From: [Prentiss, Tamara](#)
Subject: State of the District
Date: Wednesday, May 22, 2019 3:07:26 PM
Attachments: [image001.png](#)
[PrepPeriod Presentation May 2019.pdf](#)

Good afternoon,
I have attached the slides from the presentations held earlier this week at each of the high schools.
Please reach out if you have any questions.
Enjoy this GREAT weather day!

Tammy

Tammy Prentiss, Ed.S.
Superintendent
Hinsdale Township High School District 86
630-655-6110



@SuptPrentiss

From: [Prentiss, Tamara](#)
To: [BOE](#)
Subject: FW: State of the District
Date: Wednesday, May 22, 2019 3:10:00 PM
Attachments: [image001.png](#)
[PrepPeriod Presentation May 2019.pdf](#)

FYI

Attached are the slides from the prep-period meetings that I held at each school earlier this week.
TP

From: Prentiss, Tamara <tprentis@hinsdale86.org>
Sent: Wednesday, May 22, 2019 3:07 PM
Subject: State of the District

Good afternoon,

I have attached the slides from the presentations held earlier this week at each of the high schools.
Please reach out if you have any questions.
Enjoy this GREAT weather day!

Tammy

Tammy Prentiss, Ed.S.
Superintendent
Hinsdale Township High School District 86
630-655-6110



@SuptPrentiss



State of the District

May 20 and 21, 2019



DISTRICT 86 FINANCIALS

Sources of Revenue FY19

Source	Revenue
Property Tax	\$ 82,179,410
Replacement Tax	\$ 1,055,000
DHH	\$ 2,280,306
Self-Insurance Fund	\$ 10,200,879
Other Local	\$ 3,201,793
Interest	\$ 1,025,597
Total Local	\$ 99,942,984
Evidence Based Funding	\$ 2,798,272
Categorical/Claims	\$ 2,632,363
State Grants	\$ 110,930
Total State	\$ 5,541,565
Federal Grants	\$ 1,366,314
Reimbursements	\$ 223,155
Total Federal	\$ 1,589,469
Principal on Bonds	\$ 959,295
Transfers	\$ 3,341,549
Total Revenue	\$ 111,374,862

Factors Impacting District Revenue

- Tax Levy adopted every December - Capped by PTELL (CPI)
 - 2013 BOE voted no increase
 - Currently \$6.88 million and counting (2013-2018 levy)
- Federal and State grants flat YoY
- EBF essentially flat YOY

District Budget Process

- Personnel (salary & benefits) accounts for **76%** of total direct expenditures
- The District uses a combination of function/object and zero-based budgeting components
- Department leaders are empowered to develop and manage budgets
- Reviewed by Administration
- Every June BOE approves tentative budget for following school year
- Every September BOE adopts the final budget
- Challenges to past practices: Deferment of capital purchases due to resources limitations. Run to fail with equipment and infrastructure.

FUTURE Budgets

- FY19 \$1.75 million was allocated - not adequate to support facilities
- FY20 Summer construction funds allocated to deferred capital equipment and in-house projects
- How we increased FY20 capital allocations
 - Stricter adherence to 25:1 Framework, plus drop in enrollment
 - Admin and ESP staff reductions
 - Transportation cost reductions
 - Referendum passed (funds summer construction, life safety work)
- FY22 proposed budget capital allocation target is TBD
 - Finance Committee meetings
 - Facilities Committee meetings



Curriculum Alignment

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

Road Map for Curricular Alignment

D86 Curriculum Alignment Overview Calendar

When	What
Spring 2019	<ul style="list-style-type: none"> ● Curriculum Alignment Kick-off/ Meet and Greet ● DCs meet several times to build consensus ● Determine new D86 Science Sequence
Summer 2019	<ul style="list-style-type: none"> ● Leadership Workshop w/ Donald Kachur and DCs ● Assessment Workshop- CEC 2-3 Days ● Subcommittee Work Begins (complete by Dec 2019) <ul style="list-style-type: none"> ○ Grading Scale ○ Assessments ● Summer Curriculum Work
September 2019	<ul style="list-style-type: none"> ● School Site Visits ● Review Blended Learning ● Curriculum Work ● ALICE ½ Day and Flexible Learning Day Curriculum Time

Outcomes To Date

- Research/Discussion on Best Practices
- Research/Discussion on Current Trends
- Future Planning
- Identification of PD Needs
- Identification of Needed Decisions
- Polling Other Districts re Science Sequence
- Establishing Teams and Subcommittees

What To Expect Next Year

- Wednesday Walk-Throughs
- Internal Communications
- Family Communications
- Community as a Whole
 - Student Journalists
- Twice Yearly Prep-Period Meetings
- Regular BOE Committee Meetings

Questions?



Enjoy Your Summer!

From: [May,Julie](#)
To: [Breig,Marvin](#)
Subject: RE: Science sequence - HC versus HS 2019
Date: Thursday, March 21, 2019 9:17:00 AM

Thank you! Good info.

From: Breig,Marvin
Sent: Thursday, March 21, 2019 9:16 AM
To: May,Julie <jmay@hinsdale86.org>
Subject: RE: Science sequence - HC versus HS 2019

Here is the prerequisite for AP Physics-1 according to the college board. As I noted, the way we teach it we use trig right away and Algebra-II does trig at the end. In a freshman course I assume they would slow that stuff down and teach it; in a junior course we can assume they know it and can focus on the symbolic manipulations.

- Marv

Prerequisites

- Physics 1: Unlike AP Physics B, which recommended a prior high school physics course, no prior course work in physics is necessary for students to enroll in AP Physics 1. **Students should have completed geometry and be concurrently taking Algebra II or an equivalent course.** Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

From: May,Julie
Sent: Thursday, March 21, 2019 9:13 AM
To: Breig,Marvin <mbreig@hinsdale86.org>
Subject: Science sequence - HC versus HS 2019

I didn't change anything on the bottom, but I included their current course sequence up at the top.

Julie

From: [Baker,Carol](#)
To: [Jasculca,Chris](#); [Pokorny Lyp,Arwen](#); [Gaubatz,Julie](#); [May,Julie](#)
Subject: RE: District academic curriculum and renewal policy
Date: Wednesday, December 4, 2019 4:29:46 PM
Attachments: [image001.png](#)

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: Jasculca,Chris <cjasculc@hinsdale86.org>
Sent: Wednesday, December 4, 2019 4:24 PM
To: Pokorny Lyp,Arwen <apokorny@hinsdale86.org>; Baker,Carol <cbaker@hinsdale86.org>;
Gaubatz,Julie <jgaubatz@hinsdale86.org>; May,Julie <jmay@hinsdale86.org>
Subject: Re: District academic curriculum and renewal policy

Thanks, Arwen. [REDACTED]

From: "Pokorny Lyp,Arwen" <apokorny@hinsdale86.org>
Date: Wednesday, December 4, 2019 at 4:15 PM
To: "Jasculca,Chris" <cjasculc@hinsdale86.org>, "Baker,Carol" <cbaker@hinsdale86.org>,
"Gaubatz,Julie" <jgaubatz@hinsdale86.org>, "May,Julie" <jmay@hinsdale86.org>
Subject: RE: District academic curriculum and renewal policy

Hi everyone,

The way I would answer this questions is: [REDACTED]

A few years ago we had a course called "Multimedia Innovations" in the Business Department. When content was added to the course, we changed the name to "Multimedia

Innovations and App Design". This was not subject to the new course process – it was a name change to reflect the changes that had been made to the curriculum.

Other thoughts from anyone else?

And...that policy needs to be updated to reflect current practice. We don't have CLT or use the term APCIA any longer.

Arwen

From: Jasculca,Chris <cjasculc@hinsdale86.org>
Sent: Wednesday, December 4, 2019 4:07 PM
To: Baker,Carol <cbaker@hinsdale86.org>; Pokorny Lyp,Arwen <apokorny@hinsdale86.org>; Gaubatz,Julie <jgaubatz@hinsdale86.org>; May,Julie <jmay@hinsdale86.org>
Subject: FW: District academic curriculum and renewal policy

Afternoon, everyone. Can someone help me answer Mike's question below regarding the policy.

From: Mike Ellis <mike.ellis.0512@gmail.com>
Date: Wednesday, December 4, 2019 at 4:02 PM
To: "Jasculca,Chris" <cjasculc@hinsdale86.org>
Subject: Re: District academic curriculum and renewal policy

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Thank you for sharing, Chris. I would appreciate it if you could clarify the following.

The academic curriculum and renewal policy states, "In District 86, there is a three year process from the time a new course is proposed to the time when it is first taught."

It is my understanding that the committee met earlier this year to form the new sequence, which, according to the various presentations that have been given and the FAQ, will be fully implemented by August 2021 for the beginning of the 2021-22 school-year. Furthermore, the FAQ states that the new sequence will be an option for incoming freshmen as early as August 2020. This would mark less than 3 years between the time a new course (e.g. Physics in the Universe) was proposed and when it was first taught, whether we reckon the time it is first taught from August 2020 or 2021.

Is this policy merely advisory?

Thank you,

Mike Ellis
Editor & Publisher
The Clarendon Courier, The Western Springs Journal, The La Grange Ledger
Winner - The James T. Neal Award

[\(630\)-244-8037](tel:(630)-244-8037)

On Wed, Dec 4, 2019 at 3:34 PM Jasculca,Chris <cjasculc@hinsdale86.org> wrote:

Hey Mike,

Hope all is well. This issue is among the ones we addressed in the FAQ we created about the changes to the science program. You can access the document by visiting https://docs.google.com/document/d/1uIBRuukyZ8slQ8TA7xgkdR_5Rg4W19KP7ko2CV-hxo/edit#bookmark=id.uaeupq4na52g. I believe these specific questions are covered in the response to the question about the board approval of the sequence.

If you have other questions or need more information, please let me know. Take care.

Chris

From: Mike Ellis <mike.ellis.0512@gmail.com>
Date: Wednesday, December 4, 2019 at 3:09 PM
To: "Jasculca,Chris" <cjasculc@hinsdale86.org>
Subject: District academic curriculum and renewal policy

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Hello Chris,

I have been directed to the following District 86 academic curriculum and renewal policy: "In District 86, there is a three year process from the time a new course is proposed to the time when it is first taught. Year 1 of the process takes place two years prior to course being taught and starts with an "Exploration Phase." From September to February, the new course idea is explored with the department that is proposing it, the Curriculum Leadership Team (CLT), the Assistant Principal for Curriculum, Instruction, and Assessment (APCIA), and the Department Chair of the other school."

With respect to the recent science sequence changes, can District 86 comment on whether 1) the above policy is applicable? and 2) it has been applied in making said changes?

Thank you,

Mike Ellis
Editor & Publisher

The Clarendon Courier, The Western Springs Journal, The La Grange Ledger

Winner - The James T. Neal Award

[\(630\)-244-8037](tel:(630)-244-8037)

From: [May, Julie](#)
To: [Gaubatz, Julie](#)
Subject: FW: HCHS Incoming Freshman Science Information
Date: Tuesday, November 26, 2019 2:05:00 PM
Attachments: [Copy of Science Freshman Placement.pdf](#)

Julie May
Science Department Chair
Hinsdale Central High School

From: May, Julie
Sent: Monday, November 25, 2019 10:38 AM
To: dwetta@averycoonley.org; jgaretto@averycoonley.org; aboone@holyltrinitywestmont.org; syee@notredameparish.org; kgarcia@olopdarien.org; sberk@stcletusparish.com; hinton@sjcross.org; michael@vineacademyhinsdale.com
Subject: HCHS Incoming Freshman Science Information

Hello, Science teachers!

My name is Julie May, and I am the new department chair at Hinsdale Central. I know I have met a number of you in past articulation meetings as I have been part of articulation most years here at Hinsdale Central.

As some of you might know, families will be receiving emails from Hinsdale Central about initial placements into courses at Hinsdale Central. If they have any questions, please direct them to me, the attached pdf, or our website ([HERE](#)). There have been some changes this year as Hinsdale Central is transitioning to a new Earth and Space Science Integrated Physics freshman course. As a result, incoming freshman students will be given two recommendations: one based on MAP scores for Biology Honors/Regular or Earth Science (for those students typically placed in a General Level class) and another recommendation for Physics: Physics of the Universe or Physics Honors: Physics of the Universe based on their math recommendation (assuming they are at minimum recommended for Algebra 1 Part 1). They can choose their preference from the two choices. This choice will only exist for this year's class of incoming freshman, as the following year students will be placed in either the Physics or Physics Honors class. Please review the information and let me know if you have any clarification questions as well. We would like to make this process as streamlined as possible for all of you.

Rather than an articulation meeting at Hinsdale Central this year, I'd like to give you a call in a couple of weeks to chat with you, discuss students who may benefit from a level change or whose parents are requesting a level change, and discuss some of the changes that we've made at Hinsdale #86. If you would prefer that I come visit you at school, I am happy to do that as well.

I look forward to chatting with you the second or third week of December!

Julie

Julie May
Science Department Chair
Hinsdale Central High School

Freshman Science Placement

At Hinsdale Central, freshman have typically started in biology or earth science, and then have been able to move to additional science courses based on interest and pre-requisites. Our science programming is transitioning to a new sequence, which means that this year, an additional option has opened up for freshman. Freshman this year have an option to start in the new science sequence that begins with a freshman physics course integrated with earth science: **Physics: Physics in the Universe** or **Physics Honors: Physics in the Universe**. Students who choose these courses will then follow a prescribed pathway that then includes **Chemistry: Chemistry of Earth Systems** or **Chemistry Honors: Chemistry of Earth Systems** sophomore year and **Biology: Biology of the Living Earth** or **AP Biology** junior year.

Placement will be determined by either a student's 8th grade MAP scores or their math recommendation. As a result, there are several possible placements for freshman year:

Based on MAP reading and math scores	Based on math recommendation
Earth Science	Physics: Physics in the Universe
Biology	Physics Honors: Physics in the Universe
Biology Honors or Chemistry Honors	Chemistry Honors

Available Course Sequences for Freshman 2020-2021

Sequence	Grade 9	Grade 10	Grade 11	Grade 12
1	Earth Science	Physics: Physics in the Universe	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth or Science elective
2	Biology	Chemistry	Physics	AP course or other science elective
3	Biology Honors	Chemistry Honors	AP Physics 1 –or– Physics	AP course or other science elective
4	Chemistry Honors (enrolled in Alg 2/Trig)	AP Physics 1	AP Biology	AP course or other science elective
5	Physics: Physics in the Universe (enrolled in Alg 1/Alg 1:Part 1)	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth	AP course or other science elective
6	Physics Honors: Physics in the Universe (enrolled in Geom or higher)	Chemistry Honors: Chemistry of Earth Systems	AP Biology	AP course or other science elective

Finding the Right Fit:

- **What to expect in Honors Biology, Chemistry Honors or Physics Honors: Physics in the Universe**

These classes include a combination of class discussions of new content as well as laboratory activities and projects that include core ideas central to each discipline and the relevant science and engineering practices. These classes involve significantly less teacher-directed instruction and often involve activities in which students develop procedures, collect and analyze data and propose a solution or claim. These classes involve learning basic skills in the discipline but will primarily require students to apply their knowledge to completely new situations on homework, in the lab, and on exams. These are often learning environments that are more independent and will have required readings and homework that are often not graded but are necessary to be successful in the course. The bulk of the grade in these classes is a result of summative assessments. We encourage students to consider their entire schedule when deciding to take an Honors level science course, as it is important that students are not overwhelmed academically.

- **What to expect in Biology and Physics: Physics in the Universe**

These classes include a combination of teacher-directed class discussions of new content as well as laboratory activities and projects that include core ideas central to each discipline and the relevant science and engineering practices. These classes include both nightly homework and in-class assignments. Assessments will include both application questions where students will have to apply what they have learned to a new situation as well as recall and understanding questions. These classes will typically provide a list of objectives to help students prepare for assessments but do not typically provide a study guide. Grades are based on homework, labs, projects and tests, with tests incorporating a significant portion of the grade.

- **What to expect in Earth Science**

This class includes a combination of teacher-directed class discussions of new content as well as laboratory activities and projects that include core ideas central to earth science and the relevant science and engineering practices. Homework is assigned frequently and typically graded or checked for completion, but students often have an opportunity to begin homework in class. Students have assigned vocabulary lists for each unit and take on-line vocabulary quizzes at home that focus on application of that vocabulary. Students will work on increasing comprehension skills and science literacy. Students receive a study guide to be filled out to help them prepare for a test. There is an emphasis on executive functioning skills including organization, planning and personal responsibility through the use of the student planner. Grades are based on homework, labs, projects and tests.

C. Next steps...

1. **Do nothing:** If after reading this document you are satisfied with the recommendations listed, do not do anything. You will make your final decision from your choices with your counselor at the meeting in January.
-or-
2. **Collaborate and finalize:** If your student received an asterisk by their selection, they have been placed in this category due to “borderline” MAP reading or math scores. In past years, some of these students scoring in this range have been appropriately challenged in either of the courses listed. Parents will choose the final placement for students in this category. We encourage parents with students in this category to reach out to the Science Department Chair, Julie May, at jmay@hinsdale86.org or 630-570-8500, to discuss which course will be the best fit based on the student’s strengths and skills.

From: [Prentiss, Tamara](#)
To: [Pokorny, Lyp, Arwen](#); [Martzolf, Eric](#); [Baker, Carol](#); [May, Julie](#); [Gaubatz, Julie](#); [Walsh, William](#)
Subject: Fwd: Science
Date: Tuesday, November 26, 2019 8:23:25 AM

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: [REDACTED]
Date: November 26, 2019 at 8:12:42 AM CST
To: BOE <boe@hinsdale86.org>
Subject: Science

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Dear Board Members and Superintendent Prentiss,

I have been trying to stay informed about the upcoming changes to the science curriculum at our high schools. Before I solidify my opinion, I have a question. In the new science sequence how does a student who takes regular algebra 1 as a freshmen take a rigorous math based physics class in high school? What do their science and math sequences look like? By a rigorous math based sequence I mean one where math is used to explore and explain how things like speed and acceleration are related and how spring constants are related to spring force and what a coefficient of friction is.

I look forward to your responses.

Thank You,

[REDACTED]

[REDACTED]

From: [May, Julie](#)
To: kkrupicka@butler53.com; jfrink@butler53.com; kustas@d181.org; mharris@d181.org; pkurtishi@gower62.com; jfetty@d181.org; kgarvey@d181.org; dcornacchia@d181.org; aboyle@sijschool.org; dengberg@maercker.org
Subject: HCHS Incoming Freshman Science Information
Date: Monday, November 25, 2019 7:44:00 AM
Attachments: [Copy of Science Freshman Placement.pdf](#)

Hello, Science teachers!

My name is Julie May, and I am the new department chair at Hinsdale Central. I know I have met a number of you in past articulation meetings as I have been part of articulation most years here at Hinsdale Central.

As some of you might know, families will be receiving emails from Hinsdale Central about initial placements into courses at Hinsdale Central. If they have any questions, please direct them to me, the attached pdf, or our website ([HERE](#)). There have been some changes this year as Hinsdale Central is transitioning to a new Earth and Space Science Integrated Physics freshman course. As a result, incoming freshman students will be given two recommendations: one based on MAP scores for Biology Honors/Regular or Earth Science (Earth Science will be for those students typically placed in a General Level class) and another recommendation for Physics: Physics of the Universe or Physics Honors: Physics of the Universe based on their math recommendation (assuming they are at minimum recommended for Algebra 1 Part 1). They can choose their preference from the two choices. Please review the information and let me know if you have any clarification questions as well. We would like to make this process as streamlined as possible for all of you.

I'd like to make a visit to your school to get to know you, discuss students who may benefit from a level change or whose parents are requesting a level change, and discuss some of the changes that we've made at Hinsdale #86. The visit should last between 45-90 minutes. **Can you and your team meet on Dec 10th, 13th, 16th or 17th?** If you are able, can you send me two dates and times that work best for your team and I will confirm as soon as it is scheduled. (I know this is Thanksgiving week and probably a crazy time, so I will follow-up with you next week!)

I'm happy to come to you or talk over the phone if my visit is not possible. I look forward to hearing back and chatting over the next few weeks.

Happy Thanksgiving!

Julie

*Julie May
Science Department Chair
Hinsdale Central High School*

From: [May, Julie](#)
To: [Debby Cornacchia; jfetty@d181.org](mailto:jfetty@d181.org)
Subject: RE: Freshman offerings help/articulation
Date: Tuesday, November 19, 2019 9:01:00 AM
Attachments: [Copy of Science Freshman Placement.pdf](#)
[D86 Science Program Curricular Alignment Summary.pdf](#)

Good morning!

Thank you for the emails. . . I didn't realize you had conferences coming up and totally understand needing information. Since this has been approved last week with our program of studies, I will be sending out an email with this to all feeder schools this week, but I am attaching some information that will hopefully help you if parents ask.

This year, incoming freshman will have a choice between biology (regular or honors) or physics (Physics of the universe. . . regular or honors, integrated with some earth science), as we transition to a new science program. There is also an earth science offering that is essentially Earth Science General, for students who do not meet the math requirement or whose MAP scores would indicate a general level, who will then move to Physics: Physics of the Universe the following year.

I plan to come to the middle schools this year to meet with you, and that will be in the email I will send out to everyone, hopefully later this week!

Julie

*Julie May
Science Department Chair
Hinsdale Central High School*

From: Debby Cornacchia [mailto:dcornacchia@d181.org]
Sent: Tuesday, November 19, 2019 8:17 AM
To: May, Julie <jmay@hinsdale86.org>
Subject: Freshman offerings help/articulation

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Good morning,

I teach 8th grade science at Hinsdale Middle School and parents and students are starting to ask about the changes in freshman offerings. Can you please confirm what will be offered to incoming students?

Mrs. Fetty, our other 8th grade teacher, found a list on the website, but parents are saying they attended a meeting where they were told the students had a choice between Physics and Bio only. Can you please clarify what will be offered?

Also, if you have a date for articulation, please let me know that as well.

Thanks and have a great day,
Debby Cornacchia

--

Debby Cornacchia
Science, HMS

E-MAIL CONFIDENTIALITY NOTICE: Illinois has a very broad public records law. Most written communications (including email) to or from school district officials and staff are public records available to the public and media upon request. Your email communications may therefore be subject to public disclosure. Community Consolidated School District 181

D86 Science Program:

District 86 science students will take a vertically-aligned sequence of science courses that build upon the skills and content of previous courses. This program allows students to experience four core sciences over three years while preparing for Advanced Placement courses and electives. The freshman Physics curriculum curriculum and the sophomore Chemistry curriculum will be aligned with AP Physics and AP Chemistry while incorporating Earth Science concepts and the Next Generation Science Standards. The Chemistry course will also provide a foundation for AP Biology. The junior regular-level Biology curriculum will be aligned with the Next Generation Science standards and will also incorporate Earth Science concepts into the course, and will serve to prepare students who might want to take AP Biology as a senior.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
<p>Physics: Physics in the Universe</p> <p>--OR--</p> <p>Physics Honors: Physics in the Universe</p>	<p>Chemistry: Chemistry of Earth Systems</p> <p>--OR--</p> <p>Chemistry Honors: Chemistry of Earth Systems</p>	<p>Biology: Biology of the Living Earth</p> <p>--OR--</p> <p>Advanced Placement Biology</p>	<p>Capstones: Anatomy & Physiology Earth Science</p> <p>Advanced Placement: AP Biology AP Chemistry AP Environmental Science AP Physics C AP Physics C-M AP Research AP Seminar</p>
	<p><u>Can be concurrent:</u> AP Physics C AP Physics C-M AP Seminar</p>	<p><u>Can be concurrent:</u> Anatomy & Physiology Earth Science AP Chemistry AP Environmental Science AP Physics C AP Physics C-M AP Research AP Seminar</p>	

The D86 Science Program will be implemented at both schools by class cohort starting in August 2020. The D86 Science Program shifts current core course sequencing at Hinsdale Central; to assist in this sequence transition at Hinsdale Central, freshman enrollment will be limited in August 2020 and fully implemented with all incoming freshman in August 2021. All freshmen entering Hinsdale South in August of 2020 will begin in the D86 Science Program freshman courses.

To limit enrollment at Hinsdale Central for the freshman class entering August 2020, freshman can choose to participate in the new D86 Science Program courses or choose to follow course sequences similar to the current system at Hinsdale Central. Science placement for freshmen choosing the D86 Science Program sequence of courses will be based on student math placement, mirroring the practice at Hinsdale South. This placement allows for greater alignment of the freshman physics courses with student math experiences. Student placement for freshmen choosing to follow a sequence of courses similar to the current system will be based on student MAP math and reading scores and teacher recommendation, as has been the past practice at Hinsdale Central. Students who had previously been recommended for general-level science will have the option to take a freshman Earth science course or the new freshman Physics course.

The course sequences available to next year's freshman cohort at Hinsdale Central:

	2020-2021 Freshman Year	2021-2022 Sophomore Year	2022-2023 Junior Year	2023-2024 Senior year
Placement based on MAP scores and teacher recommendation	Biology --OR-- Biology Honors	Chemistry --OR-- Chemistry Honors*	Physics --OR-- AP Physics 1	Elective --OR-- Advanced Placement
	Earth Science	Physics: Physics in the Universe	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth
Placement based on freshman math placement	Physics: Physics in the Universe --OR-- Physics Honors: Physics in the Universe	Chemistry: Chemistry of Earth Systems --OR-- Chemistry Honors: Chemistry of Earth Systems	Biology: Biology of the Living Earth --OR-- Advanced Placement Biology	Capstone course --OR-- Advanced Placement

*Some freshman students can also choose to begin in Chemistry Honors based on their MAP scores and concurrent enrollment in Algebra 2/Trigonometry as in previous years.

In order to assist in looking at the sequences available to the 2020-2021 Freshmen cohort, the following table may be helpful.

Sequence	Grade 9	Grade 10	Grade 11	Grade 12
1	Earth Science	Physics: Physics in the Universe	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth or Science elective
2	Biology	Chemistry	Physics	AP course or other science elective
3	Biology Honors	Chemistry Honors	AP Physics 1 --or-- Physics	AP course or other science elective
4	Chemistry Honors	AP Physics 1	AP Biology	AP course or other science elective
5	Physics: Physics in the Universe	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth	AP course or other science elective
6	Physics Honors: Physics in the Universe	Chemistry Honors: Chemistry of Earth Systems	AP Biology	AP course or other science elective

From: [Prentiss, Tamara](#)
To: [Hurt, Jessica](#); [Martzolf, Eric](#); [Pokorny, Lyp, Arwen](#); [May, Julie](#); [Gaubatz, Julie](#)
Subject: Fwd: Concerns and Questions about recent Board decisions
Date: Sunday, November 3, 2019 3:14:07 PM

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: [REDACTED]
Date: November 3, 2019 at 11:22:53 AM CST
To: BOE <boe@hinsdale86.org>, "Walsh, William" <wwalsh@hinsdale86.org>
Subject: Concerns and Questions about recent Board decisions

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Dear Members of the Board of Education, Superintendent Prentiss and Principal Walsh,

I was really disappointed to hear the quick Board decision to move forward with a Geo-Physics first science sequence and apparent elimination off G level classes in Science and Math at Central. As I have mentioned in previous e-mails, and on several occasions to D86 administrators, my primary concern hasn't been with a Physics first trajectory (although the more I hear about it from other sources the more questions I have regarding its benefit for many students). My concern is with the lack of process and oversight demonstrated by the BOE, and my fear that this is how major curriculum decisions will be made for the district in general going forward. These types of curriculum changes require the re-allocation of resources at Central that should be discussed in depth by the Board. They weren't.

It is clear that Dr. Baker and the Science staff have spent considerable time researching this topic and preparing their presentation. I respect them, their expertise and effort, and agree that you should, as well. The problem I have is with the appearance of absence of proper data analysis by the Board, as well as the lack of consideration and regard for, and communication to, the Hinsdale Central community who will be, in effect, blind sided by these decisions and discussion. 55% of entering Freshman (which will increase each year) placed in an Honors Geo-Physics class in a Geo-Physics first sequence without G level classes is a significant departure for our families, and parents will have many, many questions and concerns about these changes. These quick and quiet decisions have deprived us of the opportunity to inform ourselves, ask questions, and prepare our students for these changes and possible alternatives.

While I understand that the Board may not have the time to conduct its own in-depth research on this topic, and that it is proper to give heavy reliance on what is presented by staff, the D86 community consists of many informed individuals and are able to provide a wealth of information and comparative data, in addition to providing input about student experience, both in high school and in college. While I am not suggesting that you base policy on the viewpoints and experience of community members alone, I am saying that our community can serve as a valuable resource that can aid you in coming up with the best, and most well accepted, decisions. And, as a community that has expressed significant interest in the topic of Science, it would have been respectful to give us that notice and opportunity to do so.

As a member of the small group "Sharing Meeting" that heard the Science sequence presentation last May, I feel somewhat betrayed by how my participation was used to imply approval of a Geo-Physics first sequence at Central. The parents who participated in that relatively brief, small meeting were primarily parents who had participated in the referendum effort, not Science experts or educators. And the students who were there, although an important voice to hear, are definitely not Science or education experts. The participants were not provided any research or topics to look into prior to the meeting so had no basis for comparison for what was being presented, nor the opportunity to come with questions or ask others for input. Further, the survey that we completed ([link here: Parent/Student Science Program Feedback Survey 5-30](#)) was 3 questions long and only asks for comments, in addition to school of attendance.

While everyone I spoke to afterward thought it was a good presentation, and we all appreciated the opportunity to hear it, no one believed that our brief exposure and one sentence comments would be used, in part, to justify a change to the D86 Science program. We were certainly never told that our comments would be used in that way and presented in a public forum. Our impression, based on the invitation e-mail, was that we were there to provide feedback on the clarity of the information presented and the work done by staff to that point, and how it might be received by members of the community - members of the community who, until last week, never even got to see the presentation. As people who are far more qualified in Science and education than I am weigh in on this topic, I feel that my participation in this group, and the way it was used, has harmed my reputation, as I am in no way qualified to give an opinion on Science sequence other than my own daughter's experience. And, neither were 80% of the other people in the audience, many of whom I know, and at least several of them didn't even have older high school or college students. Even the comments that were presented were mixed. And, because many of the members of the meeting were Hinsdale South parents, students and staff, their positive reaction to the presentation and proposed sequence (which is closer to their current experience) was, of course, positive.

In regards to the presentation at the BOE meeting, I also disagree that magnet and private school curriculum should be a determining factor in these decisions. As you are well aware, that is a completely different student population, class size experience, curriculum and student population. As a district, I don't believe that we have ever used magnet schools as a peer comparison and we shouldn't be doing so now. As a data point, sure, but our students are competing primarily against the traditional comparative peer districts which are similarly situated to ours in all important considerations. Peer districts are also the best indicator of probable student outcomes which should be your primary consideration, and the lack of comparative school data presented was troubling to me. Every magnet and private school that I have investigated is using a traditional Physics first sequence, not a Geo-Physics sequence. I don't pretend to know the value of either, but I do know that that is not an "apples to apples" comparison and believe, again, that it is a bit disingenuous to present it as such. And, although it appeared in the presentation that New Trier is using a Physics first sequence, that is not the case according to many people who are familiar with it. I believe their Physics first sequence is a traditional Physics curriculum which is only

available to 25% of their population who have completed an Algebra 2/Trigonometry class.

That is in no way what we are considering here. Additionally, it was implied that the curriculum we are switching to is already in place at South, thus eliminating the need for public notification and a 30 day wait for a Board vote. However, in conversations with Julie May and Jessica Hurt, I was told that this curriculum is completely different for both schools and is being created by teachers now. What is the truth and why are we rushing this approval process? Is the Board aware that this is a different program than what South currently offers, and are we convinced that more exposure to AP level classes has truly helped students at South? And why is exposure to this level of classes alone determinative of "success" in Science at South? I don't believe that it is and this was not questioned by the Board.

I found it ironic that the Science information was presented immediately after the school data report where it was shown that Central students outperform South students on the SAT, AP and Illinois State tests by virtually double in almost all cases. Yet, despite that fact, there was almost no discussion about how we would ensure that these changes will not diminish that success at Central, how we are going to measure success at all levels (what data will be used?), what oversight there will be, and, importantly, what Hinsdale Central staff said specifically about these changes. Instead, the teachers who expressed concern were presented as "dinosaurs" who need to be "brought along" because they were stuck in their ways after teaching these subjects for many years. Really? I thought that that discussion was disrespectful of them their experience and, with that attitude and public shaming, why would a teacher speak out with concerns and subject themselves to that sort of an insult? Perhaps an anonymous survey in which Central staff could have shared their thoughts would have been helpful here.

Further, and in re: the Central AP "gatekeeping" theory, perhaps the reason we don't have an even higher percentage of students taking the AP classes and tests in Science is because of the reputations of a few teachers, and inappropriate rigor in a few classes, not necessarily because students are kept out. It is my opinion that most people in the Central community are aware of this and would have communicated this fact had they had the opportunity to do so. Or, perhaps Central students aren't as interested in gaining the college credit they can attain from the tests so don't take them. In my [REDACTED] experience, [REDACTED] chose to take very few AP tests because her college doesn't accept them. Additionally, and as Principal Porkeny Lyp mentioned, South has made a concerted effort to market these classes among its students. Central has not made this effort.

Also somewhat misleading was the discussion about the use of tutors, the inappropriate rigor, and the focus group information that was collected last Fall. I was also a member of one of the 2 focus groups and, although it was presented last night that the Honors and AP Science students had too many tutors, the primary discussion of the focus group I was in was actually related to tutors in 3 specific classes only. It was stated repeatedly in my group that other Science classes and teachers were great and had appropriate rigor.

In re: the G level classes, unless I missed it, there was no discussion on this topic at all, despite the fact that their elimination in both Science and math will be a significant change for many Hinsdale Central families. Also, what we are hearing in the community is that York High School eliminated these classes and it has been a disaster in many cases despite a lengthy planning process and supports. Why wasn't this comparison information at least discussed? What do other districts do about this? What are the student outcomes in Science and math at schools other than South, which has a very different G level population than Central? What kind of supports are needed to do this successfully and what is the cost of doing so? And, how have these students fared in English and Social studies at Central? Where is the data and were Central parents afforded the opportunity to share their students' experiences? This quick decision, with no public discussion or notice, is disrespectful and potentially detrimental to Hinsdale Central families and students. Most parents are still in the dark about this topic as only a few parents have even been notified

about G level class elimination despite the fact that registration for these students occurs next month.

As the parent of an [REDACTED] who has made significant effort to try to determine what is the best path in Science for my student next year (discussions with Julie May, Jessica Hurt, Bill Walsh, among others), I still have no idea what the ramifications will be of her participation in the Geo-Physics class next year. The vast majority of entering Freshman families have no idea these discussions are even happening because they do not receive D86 BOE communications or didn't realize that this applies to their student. From a community notice and education standpoint, this decision has been rushed and incomplete. From a Hinsdale Central parent perspective, it is unclear why these decisions are being made for our students and how the Board will ensure the high level of success and excellence that has defined our school and student population.

Finally, one of the goals of this curriculum alignment process is to bring the schools in our district together. Decisions that are made without community notice and input, and that appear to be made "in favor" of one school or another have caused significant dissension in the past. In order to prevent this, more transparency and public data analysis and discussion is needed. Both of these things have been lacking here. I encourage you to consider a community Question and Answer meeting or slowing these decisions so that the Hinsdale Central community can understand them and their implications much better. Additionally, I would ask that you consider the formation of an "Academic Success" type of Board committee similar to that which was created at D181 approximately 5 years ago to provide a forum for these types of discussions and debate and which includes representatives from the administration, Board, parents, and teachers. This type of group can provide important feedback and data to the Board which will allow it to make these types of decisions based on thorough and relevant data, in the most efficient and transparent way going forward and including all stakeholders.

Thank you for your time and efforts,

[REDACTED]

From: [May, Julie](#)
To: [REDACTED]
Cc: [Hurt, Jessica](#)
Subject: RE: Science sequence
Date: Thursday, October 31, 2019 2:11:00 PM

It was a pleasure to meet you the other day.

In regards to your question . . . As we are currently developing the curriculum, textbooks/online textbooks/resources for the new courses have not yet been determined.

Have a great day!

Julie

*Julie May
Science Department Chair
Hinsdale Central High School*

From: [REDACTED]
Sent: Thursday, October 31, 2019 1:54 PM
To: May, Julie <jmay@hinsdale86.org>
Cc: Hurt, Jessica <jhurt@hinsdale86.org>
Subject: Re: Science sequence

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Jessica and Julie,

I wanted to thank you for meeting with me on Tuesday. It was really helpful to hear your perspectives on all that is happening. Your passion for our students really comes through loudly and clearly for which, as a parent, I am so thankful. I hope that you don't mind if I e-mail again at some point as I have a chance to go through my notes and think about these topics going forward. I still don't know where I will place [REDACTED] but certainly have more information now. I am also hopeful that the district administration will be providing information about these changes to the community sooner rather than later, particularly to the entering Freshman and those families with G level students. They need and deserve to have enough information to make informed decisions for their children in order to give them the best chance at success in high school.

One question that I have that I can't remember if we discussed is what textbook/materials will be used with the new Science sequence, in general, and the new Freshman class, in particular? I believe that you said that there will be new Freshman books but, also, will there be new materials for Chemistry and Biology after next year for both the Honors and Regular classes? If one of you could let me know, I would appreciate it.

Thank you again for your time and efforts,

[REDACTED]

From: [Prentiss, Tamara](#)
To: [May, Julie](#); [Gaubatz, Julie](#); [Martzolf, Eric](#); [Walsh, William](#); [Pokorny Lyp, Arwen](#); [Baker, Carol](#); [Hurt, Jessica](#)
Subject: Fwd: Science Alignment Discussion at Tonight's BOE meeting
Date: Wednesday, October 23, 2019 4:45:25 PM

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: [REDACTED]
Date: October 23, 2019 at 4:40:25 PM CDT
To: "Camden, Kevin" <kcamden@hinsdale86.org>
Cc: BOE <boe@hinsdale86.org>
Subject: **Re: Science Alignment Discussion at Tonight's BOE meeting**

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Kevin: Thank for your response. Respectfully, I think you are missing my main points:

1. Until the BOE decides what to approve, the administration should not be telling anyone that Physics First is a done deal.
2. When and if the BOE votes on changing the curriculum at either school, it should present data to the BOE of a comparative analysis of both Science sequences and the BOE should make decisions on DATA, including student performance data of students within D86 and from comparable high schools that have implemented the proposed curriculum.
3. The teachers who will be tasked with implementing the chosen curriculum at both schools should be surveyed anonymously so that they can candidly and without fear of retribution (which is in fact their fear) give their opinion on the proposed elimination of G-level classes.

You claim that my "discounting" Physics First as a social justice issue is misplaced. I disagree and I believe if you ask and get answers to my questions, you will

realize that this is in fact one of the drivers behind pushing the Physics First curriculum on Central.

Thank you.

[REDACTED]

From: Camden, Kevin <kcamden@hinsdale86.org>
Sent: Wednesday, October 23, 2019 4:15 PM
To: [REDACTED] BOE <boe@hinsdale86.org>
Subject: Re: Science Alignment Discussion at Tonight's BOE meeting

[REDACTED], a substantive presentation was made publicly about Physics First at HSHS, perhaps last spring (2018), so the concept is not new, at least to me. Thank you for your comments.

I think discounting Physics First as "social justice" is wholly inaccurate. From my personal research, this is the curriculum that many science educators, including the likes of Nobel laureates, recommend.

Kevin P. Camden
Hinsdale Township High School District 86

From: [REDACTED]
Sent: Wednesday, October 23, 2019 2:17 PM
To: BOE <boe@hinsdale86.org>
Subject: Science Alignment Discussion at Tonight's BOE meeting

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Dear D86 Board of Education:

I am writing to express my concern with the Physics First Science Curriculum alignment proposal the D86 Administration will be presenting at tonight's board meeting. I am asking that you not make the mistake the D181 BOE made seven years ago when it approved a social justice driven curriculum change with

implementation of a program called Learning for All. That program pushed all students up a full year in math and as data was collected over the next several years, it was proven to have failed miserably, hurt student performance and as a result it has taken years by the current administration to unravel and repair the damage done to students.

With respect now to D86, my understanding from information that has been provided to 8th grade families and individuals in the community who have had personal conversations with Assistant Superintendent Brad Verstein, Superintendent Tammy Prentiss and Jessica Hurt (amongst other D86 administrators) is that Hinsdale Central will, starting in the fall of 2020, be rolling out the Physics First Science sequence currently used at Hinsdale South and phasing out the traditional Science sequence offered at Central. Furthermore, community members have been told that G-level classes at Central in the Physics First sequence will also no longer be offered (already eliminated at South) and students will be placed in either Regular or Honors classes.

What this means is that the "floor" will have been raised for all students, with G-level students being pushed up one level, and some (maybe many) Regular Ed students being pushed up to the Honors level. The purpose of this change will be so that Central is "aligned" with South, as the Administration attempts to implement the "Curriculum Alignment Mandate" the Board directed last winter. Some parents have also been told that MAP Placement scores for entering freshmen are being lowered to accommodate these changes.

To date, the Administration has not presented this specific proposal to the BOE, nor has it been discussed or approved by the BOE -- at least not in OPEN session. I do not believe there is any exception to the Open Meetings Act that would allow the BOE to discuss proposed curriculum changes in closed session or outside of a publicly noticed meeting so I am assuming that tonight will be the first time the BOE members will be discussing this specific Science alignment proposal.

I am deeply troubled that any D86 administrator -- and in particular the Superintendent -- has told community members that the Physics First sequence WILL be rolled out starting in the Fall of 2020, before the BOE has substantively discussed it or reviewed supporting DATA from comparable school districts that show proven success with elimination of G-level classes. Further, the BOE has not yet voted to implement this curriculum change as it is required to pursuant to Board Policy 2.20(9) and it is premature for any administrator to assume that the BOE will do so. (Note: Comparable school districts are not MAGNET schools where all students are high achievers who have to take a test to place into the school)

████████████████████, I am particularly concerned because this proposal sounds ominously like the failed social justice Learning for All program that was approved by the D181 BOE and that unraveled as data was collected that showed that student performance across the board declined. The decline, as D86 Board Member Turek (who was on the D181 BOE during the entire "life" of the Learning for All program) may remember, was due in part to lower achieving students struggling to keep up in an accelerated level and higher achieving students not being taught at the appropriate higher, more rigorous level due to the watering down of the curriculum at the high end in order to accommodate the average learner who were pushed into the highest level rather than remain in a lower tier. While teachers in D181 were expected to differentiate to the needs of each learner, in practice this did not work since there were too many levels of learners in the now accelerated classes that all students were pushed into.

████████████████████ that approved the Learning For All Program, and at the time I voted yes, I did so with stated reservations on the record, because teachers in an anonymous survey had expressed concerns that lower achieving students would struggle unnecessarily and the highest achievers would suffer as the curriculum was watered down. Nevertheless, the Administration claimed it would be a success and recommended the program and so I voted unanimously with the majority of the ██████████ who believed that we needed to trust the administration. When I voted yes, I asked that data be collected and analyzed and I remember Mr. Turek personally thanking me for my yes vote and stating during the meeting that he would make sure that the data was collected and analyzed. When the data was finally collected and analyzed over the next few years (but only after parents of struggling students stepped up to complain about the problems), the data proved what the teachers had feared would happen.

It is my concern that now D86 is going down this social justice driven path to align South to Central and implement a Science sequence that may not meet the needs of the students at Central, especially if G-level courses are eliminated.

I expect that the BOE will make it clear tonight that the administration cannot continue to inform the community that the Physics First sequence will be implemented at Central BEFORE the BOE actually votes to approve it. I would ask that as the BOE considers the propriety of implementing Physics First at both schools -- with no G-level courses offered -- that it direct the administration to present data to support such a change at Central AND that it ask for the following questions to be answered. In addition, please treat the following questions (in RED) as a formal Freedom of Information Act Request filed on 10/23/19 (with the data to be produced in PDF form):

Prior to South switching to the Physics First model, it followed the traditional science track that is currently offered at Central and for each science course - e.g. biology -- there were Honors, Regular and G-level classes offered. There are criteria that students must meet to enroll in Honors, Regular and G-level classes -- regardless of which Science sequence is followed.

Question 1. At South, what is the criteria (entering Math level and/or test score cut-offs based on MAP and/or other test scores or any other criteria) needed for Freshmen to enroll in Honors Physics versus Regular Physics. Please provide the criteria for the last five years.

Question 2. What percentage of freshmen students at South are enrolled in Honors Physics versus Regular Physics. Please provide the data for the last five years.

Question 3. Has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed -- using available past test data -- what percentage of Central freshmen would be enrolled in Honors Physics and what percentage would be enrolled in Regular Physics if Physics First was implemented at Central? If so, what are the percentages.

Question 4: How do the percentages in response to Questions 2 and 3 differ between the schools? If different, has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed why they are different? If so, what did the analysis conclude?

Question 5. At Central, what is the criteria (entering Math level and/or test score cut-offs based on MAP and/or other test scores) needed for Freshmen to enroll in G-level, Regular and Honors Biology, Chemistry and Earth Science (which are the three freshmen courses that are currently offered at Central)? Please provide the criteria for the last five years.

Question 6. What percentage of freshmen students at Central are enrolled in each level: G-level, Regular and Honors Biology, Chemistry and Earth Science courses? Please provide the data for the last five years.

Question 7: Has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed what percentage of South students would qualify for G-level versus Regular versus Honors freshmen science classes if the Central traditional model was re-adopted at South? If so, what are the percentages.

Question 8: How do the percentages in response to Questions 6 and 7 differ between the schools? If different, has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed why they are different? If so what did the analysis conclude?

Question 9. How do the criteria to get into the Honors Bio/Chem/Earth Science at Central differ from the criteria to get into Physics Honors at South? Why are they different?

Question 10: Has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed whether the percentage of Freshmen students at South would be lower than the percentage of students at Central that would enroll in the Freshmen science Regular and Honors classes if the entire district implemented the Science sequence currently offered at Central? If so, is the percentage at South lower than at Central?

I would respectfully request that before the BOE makes a decision on how to align the Science Curriculum that you drill down into all available data on the existing Science Sequences offered at BOTH schools, including what percentage of freshmen at EACH school would be in each level if the District implemented a Physics First sequence (currently offered at South) OR the Traditional Science Sequence (currently offered at Central). I would also urge the BOE to ask the following tough questions:

1. If the percentage of freshmen at South that would enroll in Regular and Honors level science classes would be lower than at Central if South was aligned to Central's Traditional Science sequence, is that one of the reasons why the administration is recommending the Physics First program instead?
2. Is the proposed change to adopt Physics First at Central all being done in the name of social justice?

I would also request that you direct the Administration to conduct an anonymous survey of all D86 teachers and ask them for a NARRATIVE answer to the following question: Do you support implementing the Physics First curriculum across the district AND eliminating G-level science classes. If not, why not? If yes, why?

Please do not make the mistake the D181 Board did when it ignored teacher concerns and did not demand proven data that supported the social justice driven curriculum change the administration was recommending. It has taken years to undo the damage to the students. They are now the same students who are and

will be enrolling in D86. Please do not subject them to the same "raise the floor" to "raise the ceiling" failed experiment that they were subjected to in D181. You have a chance to do things better than the D181 BOE did BEFORE you approve any curriculum changes. Demand data from comparable school districts. Ask the D86 teachers for their input -- anonymously so they will not fear retribution if they disagree with the administration's recommendation. And LISTEN to the teachers who will be on the front line in teaching to ALL students.

Respectfully,

[REDACTED]
[REDACTED]
[REDACTED]

From: [Baker, Carol](#)
To: [REDACTED]
Subject: RE: Parent Student Feedback Survey: D86 Science Program
Date: Monday, October 7, 2019 11:00:00 PM
Attachments: [image001.png](#)

Good Evening,

It will take two years to transition all the students to the new sequence, but the goal is for both schools to have the same sequence moving forward.

Best,

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: [REDACTED]
Sent: Thursday, October 3, 2019 10:52 PM
To: Baker, Carol <cbaker@hinsdale86.org>
Subject: RE: Parent Student Feedback Survey: D86 Science Program

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Yes, thank you for pointing out the date. I am scheduled to return on a flight from Detroit at 5pm. Hopefully weather cooperates.

Regarding science, is the plan still tracking similar to the preview? Fall 2020, a PCB with Earth Science worked in, at both schools. There will not be an alternative path (BCP) offered only at Central.

If you prefer to briefly connect by telephone, [REDACTED]

Thank you.

[REDACTED]

From: Baker,Carol <cbaker@hinsdale86.org>
Sent: Thursday, October 3, 2019 12:08 PM
To: [REDACTED]
Subject: RE: Parent Student Feedback Survey: D86 Science Program

Hello!

Thank you for reaching out, I hope you are well! It will be part of the academic report that will be presented on October 23. Please note that the board meeting will be on Wednesday that week due to parent conferences on Thursday, October 24.

See you then!

Best,

Dr. Carol K. Baker
Chief Academic Officer
Assistant Superintendent for Academics
Hinsdale Township High School District 86
cbaker@hinsdale86.org



From: [REDACTED]
Sent: Wednesday, October 2, 2019 4:34 PM
To: Baker,Carol <cbaker@hinsdale86.org>
Subject: RE: Parent Student Feedback Survey: D86 Science Program

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Hello Dr. Baker,

Just checking in. I hope you are doing well. Per our last discussion via telephone, you saw October on the horizon for the formal science curriculum presentation to the public. Is that still on track, and can you tell me if you expect it will be at the 10-10 or the 10-23 BOE meeting?

Thank you.

[REDACTED]

From: Baker,Carol <cbaker@hinsdale86.org>

Sent: Wednesday, July 24, 2019 9:30 AM

To: [REDACTED]

Subject: RE: Parent Student Feedback Survey: D86 Science Program

Good Morning,

Thank you so much for sending this detail over to me. It was nice talking to you as well, have a wonderful vacation and a great start to the new school year!

Best,

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: [REDACTED]

Sent: Tuesday, July 23, 2019 10:46 PM

To: Baker,Carol <cbaker@hinsdale86.org>

Subject: RE: Parent Student Feedback Survey: D86 Science Program

Hello Dr. Baker,

Thank you for your time today. I enjoyed our conversation regarding the Science sequence.

I appreciate you plan to evaluate the content and messaging for the following:

Here is the Central message regarding the Summer Reading Program:

<https://d86.hinsdale86.org/Domain/8>

“Welcome to the 2019 Hinsdale Central Summer Reading program! Again this year, the focus is on student choice. There are ten book choices for each school year. Students should read one of the books, which were selected by current students, faculty, and staff, over the summer. At the beginning of the school year, students should expect to take part in class activities and a survey about the books. Learn more about the program in this Introductory Letter to Parents and Students (link) and in a document that shares just the Book Lists with descriptions, recommendations, and resources (link).”

<https://docs.google.com/document/d/14ifGUwYYYxLXO60cOV4Piqym2rR9KseM5z3TUbtEhrl/edit>

https://docs.google.com/document/d/1PflLMLqdj9nV-dh_gyYfI8r0ShPT_qVX3Kno9UEvKBo/edit

Here is the South message regarding the Summer Reading Program:

<https://d86.hinsdale86.org/Domain/9>

“Hinsdale South’s Department of English is pleased to continue its summer reading program. During this summer, all high school students should read the book or books that correspond to the English class that they will be taking during the 2019-2020 school year. Additional information about summer reading can be found here: <https://d86.hinsdale86.org/Page/731>”

<https://d86.hinsdale86.org/Page/731>

Thank you.

[REDACTED]

From: [REDACTED]
Sent: Monday, July 22, 2019 11:02 PM
To: 'Baker,Carol' <cbaker@hinsdale86.org>
Subject: RE: Parent Student Feedback Survey: D86 Science Program

Yes, 2:15pm Tuesday afternoon. Thank you.

[REDACTED]

From: Baker,Carol <cbaker@hinsdale86.org>
Sent: Monday, July 22, 2019 4:18 PM
To: [REDACTED]
Subject: RE: Parent Student Feedback Survey: D86 Science Program

Good Afternoon,

If it still works for you, I will give you a call at 2:15 pm tomorrow.

Best,

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: [REDACTED]
Sent: Thursday, July 18, 2019 11:02 PM
To: Baker,Carol <cbaker@hinsdale86.org>
Subject: RE: Parent Student Feedback Survey: D86 Science Program

Hi Dr. Baker,

Tuesday between 2-3pm

or

Wednesday between 2-4pm

Please let me know your preferred time and phone number, or I can be reached at [REDACTED]

Thank you.

[REDACTED]

From: Baker,Carol <cbaker@hinsdale86.org>
Sent: Thursday, July 18, 2019 10:04 AM
To: [REDACTED]
Subject: RE: Parent Student Feedback Survey: D86 Science Program

Good Morning!

How about sometime Tuesday or Wednesday afternoon? Let me know what time is good for you so I can reserve it in my calendar.

Best,

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: [REDACTED]

Sent: Wednesday, July 17, 2019 10:31 PM

To: Baker,Carol <cbaker@hinsdale86.org>

Subject: RE: Parent Student Feedback Survey: D86 Science Program

Hello Dr. Baker,

We enjoyed participating in the feedback at the end of May, and I was interested in connecting with you for 15-20 minutes via telephone – looking for a brief update, if that is okay. Do you have a window of availability next week?

Our oldest child is looking forward to her freshman year at South this fall.

Thank you.

[REDACTED]

From: Baker,Carol <cbaker@hinsdale86.org>

Sent: Friday, May 31, 2019 8:14 AM

To: [REDACTED]

Subject: RE: Parent Student Feedback Survey: D86 Science Program

[REDACTED]
[REDACTED]
Hanson, Cynthia <chanson@hinsdale86.org>; Hirsman, Kathleen <khirsman@hinsdale86.org>; Pollak, Nancy <npollak@hinsdale86.org>

Cc: Prentiss, Tamara <tprentis@hinsdale86.org>; Warner, Karen <kwarnar@hinsdale86.org>; May, Julie <jmay@hinsdale86.org>; Gaubatz, Julie <jgaubatz@hinsdale86.org>; Maggiore, Martha <mmaggior@hinsdale86.org>; Hurt, Jessica <jhurt@hinsdale86.org>; Martzolf, Eric <emartzolf@hinsdale86.org>; Walsh, William <wwalsh@hinsdale86.org>; Pokorny Lyp, Arwen <apokorny@hinsdale86.org>; Bonner, David <dbonner@hinsdale86.org>; Brogan, Randy <rbrogan@hinsdale86.org>; Canavan, Dylan <dcanavan@hinsdale86.org>; McDonald, Tracy <tmcdonal@hinsdale86.org>; Paige, James <jpaige@hinsdale86.org>; Verthein, Bradley <bverthei@hinsdale86.org>; Vetrone, Jim <jvetrone@hinsdale86.org>

Subject: Parent Student Feedback Survey: D86 Science Program

Good Morning,

Thank you again for attending yesterday's presentation on the progress of the Science Program Committee. Your feedback is an essential piece as we continue to work through this process. Please take a few minutes to complete the survey by following the link below:

[Parent/Student Science Program Feedback Survey 5-30](#)

Additionally, here are some of the links to important research and resources if you are interested in further readings:

<https://www.achieve.org/2018-science-policy-survey>

<https://ngss.nsta.org/Default.aspx>

<https://ngss.nsta.org/grounding-practice-in-research.aspx>

<https://www.nextgenscience.org/developing-standards/developing-standards>

If you have any additional questions, please do not hesitate to reach out to me.

Best,
Carol

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org

From: [Baker, Carol](#)
To: [Gina R Ziccardi](#)
Subject: RE: science question
Date: Thursday, July 11, 2019 11:23:00 AM
Attachments: [image001.png](#)

Hi Gina,

A high majority of our students take 3 or 4 years of science, so at this time we are not thinking about increasing our requirement.

The state is thinking about increasing the requirement and it has been brought before the ISBE Board for conversation. Here is the link to the document that was presented in the spring that has the recommendation for a 3 year requirement (top of page 14):

<https://www.isbe.net/Documents/ISA-Report.pdf>

I am at my desk for most of the rest of the day if you would like to talk more about this! 630-655-6107

Best,
Carol

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: Gina R Ziccardi <gziccardi@csd99.org>

Sent: Thursday, July 11, 2019 9:29 AM

To: Baker, Carol <cbaker@hinsdale86.org>

Subject: science question

Hi Carol,

I hope this email finds you well.

I know that you are looking at your science sequence and I am wondering if you are considering increasing your science graduation requirement. My understanding is that Hinsdale only requires 2 years of Science as does District 99. Many of our surrounding schools require 3 years of science.

I am concerned that some (not many) of our students only take 2 years (freshman and sophomore year) and yet will be tested junior year. Is Hinsdale considering moving to a 3 year requirement? I know that you are obviously well connected at the state level with regard to science education, so do you know if the state considering increasing the two year state science requirement.

Any information you can share would be greatly appreciated.

Thanks,

Gina Ziccardi
Associate Superintendent
Community High School District 99
(630) 795-7111

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From: [Baker, Carol](#)
To: rlaratta@gower62.com; jbartell@ccsd180.org; kathyrobinson@d181.org; jbuck@darien61.org; cmarcinkewicz@cassd63.org; snugent@maercker.org; cfisher@maercker.org
Cc: [Prentiss, Tamara](#); [Maggiore, Martha](#); [Heidi Wennstrom](#); [Bob Carlo](#); [Victor Simon](#); [Dr. Thomas Schneider](#); [Kerry J. Foderaro](#); [Hector Garcia](#); [Nugent, Sean](#)
Subject: Hello!
Date: Wednesday, May 22, 2019 9:27:00 AM
Attachments: [image001.png](#)

Good Morning,

I hope the end of the year is going smoothly for all of you! I am writing to you today to provide an introduction to the extensive curriculum work that has begun in Hinsdale 86.

Last spring, Hinsdale 86 adopted a 5 year strategic plan after months of meetings with various stakeholders. Here is a link to the [D86 Strategic Plan](#). The 2019-2020 school year was considered “year zero” to account for the planning and preparation that was needed before the strategic plan work could begin. As the Asst. Sup for Academics, it is my role to oversee Goal 1. Earlier this year, the Hinsdale BOE made changes in the structure of our department chairs and gave further support to the work of aligning the curriculum between both our schools to create a comprehensive, unified structure that will include common courses, common curriculum, and common assessments. Additionally, we were instructed to create a common science sequence for both schools. This past spring, our department chairs have met often to determine the scope of the work and lay out plans for spring and summer; additionally, we have identified what professional development needs we have, as well as what critical decisions need to be made before the work can be started (grading structure, worth of final exams, etc.). We have also placed 6 half days in next year’s school calendar to allow for teachers to have the time they need to come together to work on this important endeavor.

It is our goal to share our work with you and invite teachers from your district to participate in some of our ½ day meetings. We need some time at the beginning of the year next year to get started, but before the end of first semester we hope to set up a time for each subject area to share our progress and solicit your input in our work. Your seat at the table to inform our teams about the progress you make with students in middle school is important and valuable as we seek to maximize student growth as they progress through the Hinsdale 86 courses.

I would also like to set up a time next August when we can meet; I will follow-up with a day and time soon. Until then, please do not hesitate to reach out if you have any questions, concerns, or comments.

I wish you all a wonderful end to your school year!

Best,
Carol

From: [Prentiss, Tamara](#)
To: [Baker, Carol](#); [Pokorny, Lyp, Arwen](#); [Walsh, William](#)
Subject: Fwd: Concerns About The Science Curriculum Proposal
Date: Sunday, November 10, 2019 10:01:23 PM

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: [REDACTED]
Date: November 10, 2019 at 6:52:26 PM CST
To: BOE <boe@hinsdale86.org>
Subject: Concerns About The Science Curriculum Proposal

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CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Dear BOE and Superintendent Prentiss,

In BOE meetings that I have attended or watched, I have always been confident that each member takes their responsibility to the students and the community seriously. I appreciate that you all explain your rationales honestly and demonstrate a strong commitment to the students and families of D86.

I am disappointed that while the BOE was fully transparent with the public in the last meeting, D86 was not transparent with the BOE or the public. D86 presented its recommended change in the science sequence while omitting material information the BOE and the public need to make an informed decision.

D86 failed to disclose to the BOE and the public that:

- HC is currently using the accepted best-practice science sequence for non-selective public schools that are so highly ranked (#224 nationally in Newsweek among STEM schools).
- There are reasons why almost no non-selective public schools ranked so highly exclusively use the approach D86 is recommending which center around the lack of evidence that this approach is effective at consistently improving student outcomes when used exclusively in high performing

public schools that have a broad range of students. D86 implied this evidence does exist, but it does not.

- The proposed change is essentially experimental, and not a best practice, when used as an exclusive track for a non-selective, highly ranked public schools with a wide range of students like HC.
- The overall body of research does not show that this curriculum is consistently successful in improving student outcomes when implemented in schools like HC. Ms. Hirsman asked about this specifically and D86 remained silent.
- Although D86 discussed a 200% - 300% immediate improvement in AP outcomes at HS to imply an expectation of fantastic success for HC at the BOE meeting and now in its FAQ to the public, it failed to disclose that D86 does not expect to achieve that at HC, and in fact, has not established any defined improvement expectations at all.
- Proposed reduction in the number of tracks is more risky in high performing districts with a wide range of students like D86, and may result in a decline in student outcomes as similar changes did in D181. Detracking is more effective when implemented in lower performing districts, with a narrower range of students, and when changes are implemented in elementary school before the range of student knowledge becomes hard to manage. D86 discussed no risks at all.

I am asking the BOE to provide governance and oversight to D86 to ensure that The Board, and the public, are fully and fairly informed. I am also asking The Board to delay this proposed program change to conduct an objective, comprehensive, and transparent assessment of this recommendation. I believe that is needed for the BOE to have a reasonable basis for this decision and fulfill its fiduciary obligation to the students and the community. I know that the BOE strives to make informed decisions and employ research-backed best practices for the benefit of D86 student outcomes at both schools; I hope you will continue to do so now.

I realize that you may not be receiving an overwhelming amount of email about this issue, and that BOE members naturally prefer to support the decisions of D86 staff. In D181 the BOE decided to defer to staff and implement a similar change to the math program over parent objections. That decision was disastrously damaging to a large cohort of students and test scores fell broadly. Please, make sure that this decision is thoroughly considered and safeguards are in place to prevent that from happening again here.

Thank you for all that you do for the children and families of this district.

[REDACTED]

--

[REDACTED]

From: [Baker,Carol](#)
To: [REDACTED]
Subject: RE: Science Sequence
Date: Friday, October 25, 2019 3:24:00 PM
Attachments: [image001.png](#)

[REDACTED]

Thank you!! I appreciate that you took a moment to send this comment; so often we only hear the negative ones.

Have a great weekend!

Best,

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: [REDACTED]
Sent: Friday, October 25, 2019 12:08 PM
To: Baker,Carol <cbaker@hinsdale86.org>
Subject: Science Sequence

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Impressive, well-done presentation Wednesday night.
Sincerely,

[REDACTED]

From: [Baker, Carol](#)
To: [Prentiss, Tamara](#)
Subject: Just FYI
Date: Thursday, October 24, 2019 4:26:00 PM
Attachments: [image001.png](#)

Tammy,

Just FYI, [REDACTED] called today to express his gratitude on the progress of the district and the information that was shared last night. He was especially happy to hear that a unified science sequence will be implemented beginning next year.

Best,

Carol

[Dr. Carol K. Baker](#)

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: [Prentiss, Tamara](#)
To: [Baker, Carol](#); [Pokorny, Lyp, Arwen](#); [Walsh, William](#)
Subject: FW: D86 Science Sequence
Date: Wednesday, October 23, 2019 4:37:48 PM

From: Camden, Kevin <kcamden@hinsdale86.org>
Sent: Wednesday, October 23, 2019 4:20 PM
To: [REDACTED] BOE <boe@hinsdale86.org>
Subject: Re: D86 Science Sequence

I do not agree that the intent of the science curriculum is to better prepare “Central students for success in AP science courses”. In fact, I may argue that if that is the unintended consequence of the current science curricula at the two district schools, Central is being given preferential treatment, which should not be the the case.

Kevin P. Camden
Hinsdale Township High School District 86

From: [REDACTED]
Sent: Tuesday, October 22, 2019 11:04 AM
To: BOE <boe@hinsdale86.org>
Subject: D86 Science Sequence

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CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Hi all!

I am usually very proud of our district, but I am really concerned with the lack of transparent process to the Science curriculum changes. Communication has already gone out to 8th grade families stating changes in science will be made before their children enter high school. When do stakeholders get to weigh in?

While D86 told me the science task force including teachers, parents, and students that met last Spring enthusiastically support the Physics First sequence – D86 data does not support the change.

AP TEST RESULTS for SCIENCE	TOTAL CENTRAL	1	%	2	%	3,4,5	%	TOTAL SOUTH	1	%	2	%	3,4,5	%	Delta
Tuesday, May 1, 2018 ALL SCIENCE	381	6	2%	37	10%	338	89%	314	18	6%	65	21%	231	74%	15%
BIOLOGY	82	1	1%	4	5%	77	94%	155	3	2%	37	24%	115	74%	20%
CHEMISTRY	53	1	2%	1	2%	51	96%	40	1	3%	4	10%	35	88%	9%
PHYSC-EM	29	1	3%	2	7%	26	90%	43	2	5%	11	26%	30	70%	20%
PHYSC-MECH	31			2	6%	29	94%	38	3	8%	4	11%	31	82%	12%
PHYSICS-1	157	3	2%	17	11%	137	87%	38	9	24%	9	24%	20	53%	35%
PHYSICS-2	29			11	38%	18	62%						NA		
	14%							23%							

Looking at the Science and AP Science data at Central and South tells a story about Science success:

- Taking Science 97% Central compared to 90% South.
- Taking AP Science exams 14% Central compared to 23% South
- Taking high school science courses 83% Central compared to 67% South.

To evaluate success, you have to look at outcomes from each school's sequence.

Central's Biology First (Earth Science First) sequence: At Central, freshman can take either Biology or Earth Science (GEN, Regular, Honors), but only around 20% take Honors Level.

- At Central 24% students take HS Biology with 3% in AP Bio compared to South with 12% in HS Bio and 10% in AP Bio
- Looking at AP Bio pass rates 94% at Central and 74% at South suggests Central's Bio First program prepares students for success in AP Bio. This 20% difference in pass rates cannot be overlooked.

South's Physics First sequence: At South 65% freshmen take Physics First and 35% take Honors Physics. Exposure to Physics would suggest greater high level physics success, but that isn't what the data show.

- At Central 13% take high school physics (at Pre-Calc+ math level) and 9% AP compared to South with under 2% taking HS Physics (with math) and under 4% taking AP Physics. The difference with 22% Central taking real Physics vs. 6% at South cannot be overlooked.
- At Central 85% (88% without Physics 2) pass AP Physics (most without prior exposure) compared to South where only 68% pass AP Physics after physics exposure. This 17-20% difference in pass rates cannot be overlooked.

Since AP requires specific material to be mastered, AP course outcomes should be consistent from school to school and class to class. At Central, 89% students who take AP Science Exams pass (Score 3, 4, 5) compared to 74% South. NOTE: If you remove AP PHYSICS-2, Central's AP Pass rate rises to 91%.

- This difference in Pass Rates reflects a significant difference in access to AP Courses. Where Central has strict parameters for entry to assure success, South encourages students to stretch and try an AP course. What is the impact of pushing students ahead who aren't ready?
- This 15% difference in AP Pass Rates would mandate either or both loosening the qualifications for AP Science at Central or tightening them at South.
- Since competitive colleges only accept 4s and 5s, D86 need to dive deeper into AP score distributions to truly identify the number of students prepared for AP Sciences.

In Conclusion, Why would D86 adopt a South's Physics First science program when Central's Bio First better prepare students for success in AP Science courses?

- What data from similar districts shows the Physics First sequence will improve outcomes at Central? Although New Trier introduced Physics First, it maintained a more rigorous traditional Bio First sequence.
- I read the APS Physics Publication mixed reviews on Physics First which states "With regard to the 'Physics First' movement, the lack of a relationship between the previous study of physics and later chemistry performance, or the previous study of chemistry and later biology performance, casts doubt on the impact of changing the traditional high-school science sequence."
- While the American Association of Physics Teachers' Physics First pamphlet suggests Physics First better prepares students for Real Physics, South's data shows the opposite with only 5% taking Real Physics compared to 21% at Central.

D86 data does not support this change. Please do not approve any changes without solid supporting data from similar districts.



From: [Prentiss, Tamara](#)
To: [Martin Turek](#)
Cc: [Kedrowski, Debra](#)
Subject: science course
Date: Wednesday, November 13, 2019 8:40:00 AM
Attachments: [image001.png](#)
[D86 Science Sequence Presentation Nov 2019.pdf](#)

Marty,

Slide 11 of the presentation outlines ALL of the courses that we offer. I will have Deb upload slide 11 in admin Board Docs. Also, the POS that is for review tonight from both schools, CLEARLY lists all of the science courses for both schools for next school year.

TP

From: Prentiss, Tamara <tprentis@hinsdale86.org>
Sent: Wednesday, November 13, 2019 8:15 AM
To: Prentiss, Tamara <tprentis@hinsdale86.org>
Subject:

Tammy Prentiss, Ed.S.
Superintendent
Hinsdale Township High School District 86
630-655-6110



@SuptPrentiss

“Remember, happiness is not just a mood- it’s a work ethic”

~Shawn Achor, *The Happiness Advantage*



HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1

D86 Science Program



Recent Changes in Science Standards

- In 2010, governors from all states commissioned **Achieve** to organize and facilitate the project of writing a new set of science standards.
- At this time, states had their own set of standards, many were written prior to 2000. Illinois was using a set of standards that were written in the early 1990s.
- Achieve brought together 41 scientists, professors and K-12 educators to write these standards. This project took 3 years to complete.
- The new standards were called the Next Generation Science Standards and were released in April 2013.
- Illinois adopted these standards in the Spring of 2014.
- Illinois is currently working on new science assessment system to reflect these new standards.



NGSS is based on extensive international research and benchmarking:

In education, international benchmarking typically refers to analyzing high-performing education systems and identifying ways to improve our own systems based on those findings. One of the main ways to identify high-performing education systems is through international assessments, particularly the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). Consistent high-performers include countries like Singapore, Finland, Korea, Canada and Japan. International benchmarking is important from a national perspective to ensure our long-term economic competitiveness. Many feel it is necessary for American students to be held to the same academic expectations as students in other countries. The successes of other nations can provide potential guidance for decision-making in the United States.

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.

NGSS is based on three-dimensional learning in science:

- 1) Science and Engineering Practices
- 2) Disciplinary Content
- 3) Crosscutting Concepts

NGSS is about students **DOING** science, not just learning about science.

Related to our conversation today:

- NGSS recognizes and validates the vast changes that have occurred in science and technology over the last 30 years.
- NGSS recognized and addressed the need for progression of learning from course to course and year to year.
- NGSS recognized and addressed the need for students to have a strong background in physical science in order to fully master the life science concepts that today's world requires students to know.



Plan: Strategic Plan Goal 1

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



Plan: D86 Science Program Committee

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



Study: Meetings and Tasks

April 4: Admin + DCs
April 16: Full team
April 29: Full team
May 6: Full team
May 14: Full team
May 22: Full team
May 29: Full team
May 29: Parents, students, 2
board members
May 31: Full team
June 24: Physics Ts
June 26: Full team
July 12: Admin + DCs

1. Determine D86 Science Program goals
2. Analyze numerous science sequences
3. Incorporate science teacher feedback
4. Gather feedback from a selection of D86 students and parents
5. D86 Physics teachers determine physics course offerings
6. Refine D86 Science Program



Study: D86 Science Program Goals

GOAL 1 (ALIGNMENT)	GOAL 3 (COLLEGE/CAREER)	GOAL 5 (STUDENT CHOICE)
<p>Align course fees, texts, objectives, semester exams, anchor assessments.</p>	<p>Align courses with college and career opportunities.</p> <ul style="list-style-type: none">- Increase AP enrollment- Increase # of students passing AP exams- Enrollment in capstone course(s)- Provide junior/senior courses matching high demand careers/student interests- Courses are acceptable to colleges	<p>Provide informed student choice in coursework junior and senior year.</p> <ul style="list-style-type: none">- Provide options for 11-12 specialization- Support level changes
GOAL 2 (BIG IDEAS, INTEREST)	GOAL 4 (STRUCTURE)	GOAL 6 (SEL)
<p>Increase student exposure to and interest in core sciences.</p> <ul style="list-style-type: none">- Student experience more core sciences- Students experience more NGSS- Students enroll in more than the required 2 yrs of science, or the 3 yrs suggested by colleges	<p>Create a strategic and coherent science program.</p> <ul style="list-style-type: none">- One course leads to another in terms of knowledge, skills, and in building interest- Courses align intuitively- Courses reflect student developmental level- Maximize teacher expertise	<p>Increase SEL considerations for students and parents.</p> <ul style="list-style-type: none">- Decrease confusion on course selection- Decrease perceived need for tutoring- Support student ability to change levels- Support academic risk-taking- Courses address academic needs



Study: Sequences Analyzed

- 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 Phys - Chem - Bio)
- California Model 2 (Earth Science integrated into Bio - Chem - Phys)
- Open-Enrollment (similar to HCHS)
- Multiple course pathways (New Trier Model)
- Traditional sequencing (similar to Stevenson and others, Biology - Chem - Phys)
- PCB (Similar to HSHS, Phys - Chem - Bio)
- Designer model (four tracks, two each for different abilities, two options within each track)



Act: District 86 Science Program

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
<p>Physics: Physics in the Universe</p> <p>--OR--</p> <p>Physics Honors: Physics in the Universe</p>	<p>Chemistry: Chemistry of Earth Systems</p> <p>--OR--</p> <p>Chemistry Honors: Chemistry of Earth Systems</p>	<p>Biology: Biology of the Living Earth</p> <p>--OR--</p> <p>Advanced Placement Biology</p>	<p><u>Capstones:</u> Anatomy & Physiology Earth Science</p> <p><u>Advanced Placement:</u> AP Biology AP Chemistry AP Environmental Sci AP Physics C AP Physics C-M AP Research AP Seminar</p>
	<p><u>Can be concurrent:</u> AP Physics C AP Physics C-M AP Seminar</p>	<p><u>Can be concurrent:</u> Anatomy & Physiology Earth Science (capstone) AP Chemistry AP Environmental Science AP Physics C AP Physics C-M AP Research AP Seminar</p>	



Sample of Parent and Student Feedback

I think this is heading in the right direction.

I prefer open-enrollment so I can choose my path.

Biology is unavoidable; it impacts everyone.

Chem builds on Physics, and is built upon by Bio.

The sequence makes sense.

This was insightful and well-researched.

I take Physics as a freshman and like how it matches with my math class.

I like these changes; students will enjoy it more.

Much of what the average person needs to know about physics can be attained by experience, however, that is not true with Biology - it's much more complex as a science.

The current system works well - don't change it.

This seems so much less stressful.

I like the encouragement of risk-taking and reducing the perceived need for tutors.

How will this impact sender schools?

This should definitely be implemented.

You need math for Physics.

The streamlining between both schools' pathways ensures that all students have access to the same courses at both schools.

I'd like to see electives at the junior level as well.

I like that all students in the same grade will be taking the same type of course.

Current science honors courses are a nightmare.

I would very much like to see this proposal move forward, expeditiously.

How will this impact subject-level SAT exams?

I like Earth Science as a running theme.



Act: Program Implementation

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Physics and Physics-Honors: Physics in the Universe	<i>Develop Curriculum</i>	CHS: Limited Enrollment SHS: All Freshmen	All D86 Freshmen		
Chemistry and Chemistry-Honors: Chemistry of Earth Systems		<i>Develop Curriculum</i>	CHS: Limited Enrollment SHS: All Sophomores	All D86 Sophomores	
Biology: Biology of the Living Earth and AP Biology			<i>Develop Curriculum</i>	CHS: Limited Enrollment SHS: All Juniors	All D86 Juniors



Do: Hinsdale Central Freshman Cohort

	2020-2021 Freshman Year	2021-2022 Sophomore Year	2022-2023 Junior Year	2023-2024 Senior year
Freshman placement based on MAP scores	Biology --OR-- Biology Honors	Chemistry --OR-- Chemistry Honors	Physics --OR-- AP Physics 1	Elective --OR-- Advanced Placement
	Earth Science	Physics: Physics in the Universe	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth
Freshman placement based on freshman math course	Physics: Physics in the Universe --OR-- Physics Honors: Physics in the Universe	Chemistry: Chemistry of Earth Systems --OR-- Chemistry Honors: Chemistry of Earth Systems	Biology: Biology of the Living Earth --OR-- Advanced Placement Biology	Capstone course --OR-- Advanced Placement



District 86 Science Program

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
<p>Physics: Physics in the Universe</p> <p>--OR--</p> <p>Physics Honors: Physics in the Universe</p>	<p>Chemistry: Chemistry of Earth Systems</p> <p>--OR--</p> <p>Chemistry Honors: Chemistry of Earth Systems</p>	<p>Biology: Biology of the Living Earth</p> <p>--OR--</p> <p>Advanced Placement Biology</p>	<p><u>Capstones:</u> Anatomy & Physiology Earth Science</p> <p><u>Advanced Placement:</u> AP Biology AP Chemistry AP Environmental Sci AP Physics C AP Physics C-M AP Research AP Seminar</p>
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86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.

From: [Prentiss, Tamara](#)
To: [Turek, Marty](#)
Subject: RE: presentation from last night
Date: Tuesday, November 12, 2019 10:19:00 AM
Attachments: [D86 Science Sequence Presentation Nov 2019.pdf](#)

I agree! Here is the presentation. Thank you for spreading accurate info for us!

TP

From: Turek, Marty <mturek@hinsdale86.org>
Sent: Tuesday, November 12, 2019 10:02 AM
To: Prentiss, Tamara <tprentis@hinsdale86.org>
Subject: presentation from last night

Good morning and again I think the team did a great job last night.

Would it be possible to send me the presentation from last night?

This is a lot of good information that will be defensible at the board table in favor of the science transition.

Thanks

Marty Turek

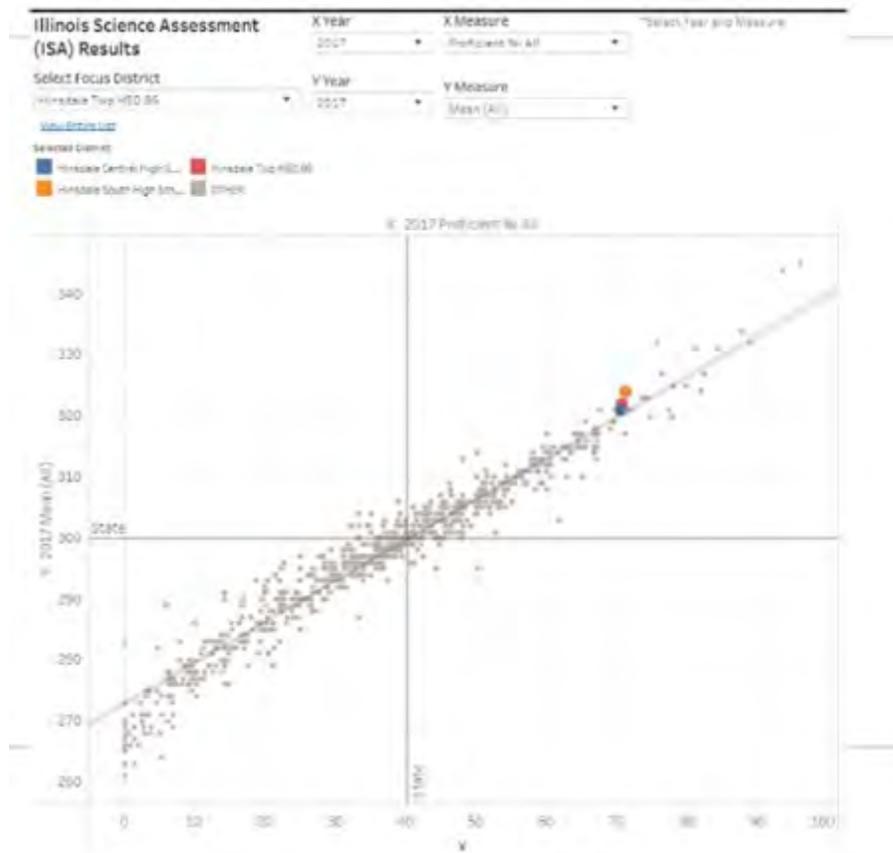
From: [Prentiss, Tamara](#)
To: [REDACTED]
Cc: [BOE](#); [Jasculca, Chris](#); [Walsh, William](#); [Pokorny Lyp, Arwen](#)
Subject: Science Sequence
Date: Saturday, November 9, 2019 8:22:25 AM
Attachments: [image001.png](#)
[image002.png](#)

[REDACTED]

Thanks for writing - let me see if I can answer some of your questions and respond to some of your ideas.

Here's a big picture view: D86 is moving the D86 Science Program forward based on a few prompts, including these three: 1) The origination of this program began with Strategic Plan, Goal 1 which calls for curriculum alignment between our two schools; 2) based on this goal, a committee of educational leaders (teachers, department chairs, administration) studied curriculum alignment options for our science departments; 3) the program recommendation by this committee was revised based on feedback from teachers and from a focus group of students and parents. This process required hours of gathering internal and external information, discussion, analysis, and consultation. The committee decided on a sequence of courses that combines the best options for our students in D86, and all of these courses, based on currently existing courses, will be re-designed by combining teachers' best ideas, examples from other schools, researched best practices, and professional standards such as the NGSS.

- Central (Bio First) outperforms South (Physics First) on the IL Science Assessment taken after Biology. Central takes Bio frosh/soph year, and South takes Bio Junior year so there is added maturity.
 - The term "Physics First" references a program that often implies conceptual physics. The current physics courses for freshmen at SHS are algebra-based, as will be the physics courses in the new D86 Science Program.
 - Both schools score well on the ISA, and they score very close to one another. For the past four years, both schools have scored in the top 10% of schools taking this exam; in three of those years CHS out-scored SHS (one of those years only by one point out of 357), and one years, SHS out-scored CHS. As you can see in the chart below, our scores are so close that "our dots touch."



- More students at Central take 4 years of science than South so it won't improve participation.
 - There are many goals set by the committee for the science program, however, increasing student participation from current levels is not one of them. Both schools currently have high participation in science courses throughout their four years. It is a goal to continue with this trend.
- Central (Bio First) outperforms South (Physics First) on AP Science exams. AP Test scores show accelerating more students actually hurts the outcomes for the highest achievers, because the courses are water down. South's success on AP Science exams dropped when they implemented Physics First. The data also shows that a few more students at Central could be accelerated.
 - Central does not have a sequence of science courses; they are not a Biology-First campus. Freshmen can begin with Biology, Earth Science, or Chemistry. Students do not have a pathway to follow, but choose which course to take each year based on prerequisites and their interest.
 - Our philosophy aligns with that of the College Board: *"The College Board's Advanced Placement Program enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school. AP Exams are given each year in May. A score of 3 or higher on an AP Exam can typically earn students college credit and/or placement into advanced courses in college."* - The College Board.

- Both schools do exceptionally well on AP exams.
- Our data over many years indicate that there is a higher probability that a student at SHS will experience and pass a Science AP test than at CHS.
- You can view that data here: [D86 Advanced Placement Science Data 2016 - 2018](#)
- AP Biology: 70% Central students vs 22% South students taking the exam get 4s or 5s. That suggests you need a high school biology class before a college biology class. Please look at the textbook Campbells Biology - it is designed for Pre-Med students, not high school students.
 - Our philosophy aligns with that of the College Board, therefore we focus on student experiences with science and exam scores of 3, 4, and 5: *“The College Board’s Advanced Placement Program enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school. AP Exams are given each year in May. A score of 3 or higher on an AP Exam can typically earn students college credit and/or placement into advanced courses in college.”* - The College Board.
 - Although the College Board lists textbooks that meet their audit requirements, their requirement does not include that they should be designed for pre-med students: *“The school ensures that each student has a college-level biology textbook (in print or electronic format) published within the last 10 years for individual use inside and outside the classroom.”*
 - The Campbell series includes five different textbooks. CHS and SHS use the same textbook for AP Biology: Campbell [Biology in Focus 2nd ed.](#),
- AP Physics 1, which D86 is eliminating: 53% Central students vs. 5% South students taking the exam get 4s or 5s. That suggests that the Physics First class actually negatively impacts success in real physics.
 - Based on professional best practices and the College Board philosophy, we do not remove the 3s from our data.
 - AP Physics 1 is a first-year physics course. Students who have taken a first-year physics course, like Physics or Physics Honors, can take AP Physics C as their second-year physics course or other science electives or AP courses.
- AP Chemistry: 80% Central students vs 51% South students taking the exam get 4s or 5s. That suggests that accelerating more students actually leads to holes in their science education.
 - Based on professional best practices and the College Board philosophy, we do not remove the 3s from our data regarding AP pass rates.
 - Our data over many years indicate that there is a higher probability that a student at SHS will experience and pass an AP Chemistry exam than at CHS.

- Physics in the Universe is not what South teaches now - and South's Honors Physics will not be the honors track.
 - Correct. The D86 sequence is not South's current sequence.
- Looking at the populations, they are not the same!
 - Calculus: 14% Central and 5% South
 - Physics with Math: 21% Central v 5% South
 - SHS Physics Honors course is a fully algebra-based physics course for first-year physics high school students. Approximately 30% of South freshmen take and succeed in this course each year.
- The impact of Physics First as curriculum alignment disproportionately hurts Hinsdale Central. Eliminating AP Physics 1 removes a course taken by 151 students at Central and 19 students at South. Eliminating Biology Honors removes a course taken by 82 Central Students and Earth Science Honors removes another course taken by 55 students. These classes successfully prepare Hinsdale Central students for STEM careers,
 - Students who traditionally have taken the classes you listed will be able to take AP Biology, AP Chemistry, AP Environmental Science, AP Physics C, AP Physics C-M, Anatomy & Physiology, or Earth Science Capstone — all of which are aligned with College Board standards and/or the NGSS and focus on preparation for college and STEM careers.
- Teachers at Hinsdale Central will need to be certified to teach Physics First, a physics class without high-level math.
 - The physics courses for freshmen in the D86 Science Program will be algebra-based and will use math extensively.
 - Teachers need to be properly endorsed by the ISBE in order to teach various science courses. The majority of District 86 teachers are endorsed to teach multiple science disciplines.

Respectfully,
Tammy

Tammy Prentiss, Ed.S.
Superintendent
Hinsdale Township High School District 86
630-655-6110

 @SuptPrentiss

“Remember, happiness is not just a mood- it’s a work ethic”

~Shawn Achor, *The Happiness Advantage*

From: [Prentiss, Tamara](#)
To: [Pokorny Lyp, Arwen](#); [Walsh, William](#)
Subject: Fwd: concern about science curricular change
Date: Thursday, November 7, 2019 2:06:20 PM

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: [REDACTED]
Date: November 7, 2019 at 1:47:16 PM CST
To: BOE <boe@hinsdale86.org>
Subject: concern about science curricular change

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Dear Board of Education,

I am writing as a parent of a [REDACTED] and an [REDACTED] who will be entering Hinsdale Central next year. I am highly concerned about your recent decision to change our curricular trajectory in science at Hinsdale Central High School. While I understand that curricular alignment is much needed, it does not seem that your decision is data driven or in keeping with best practices. IT will result in losing valued classes at our school, and it will lump students into broader categories than appropriate. Furthermore, as a physician in physical medicine, I cannot imagine teaching physics to 9th graders in any meaningful way. Even the most advanced students will not have enough math to make more than basic physics meaningful. This is a highly misguided strategy and I strongly urge you to alter your path. In my view, if we need to align the curricula, then let South go back to the more traditional science sequence. It works for a very sound reasons. If you have data driven reasons for your suggestions, you need to put them forth and let this community evaluate your data. We have suffered through the learning for all debacle in D181. Do NOT make our kids suffer again.

Regards,

[REDACTED]

From: [Prentiss, Tamara](#)
To: [Kedrowski, Debra](#)
Subject: FW: Carol Baker concerns
Date: Friday, December 13, 2019 11:23:00 AM

From: Prentiss, Tamara
Sent: Saturday, December 7, 2019 6:34 PM
To: Held, Erik <eheld@hinsdale86.org>
Subject: Re: Carol Baker concerns

I did not receive. Thank you for sending.

Sent from my iPhone
Tammy Prentiss

On Dec 7, 2019, at 5:37 PM, Held, Erik <eheld@hinsdale86.org> wrote:

I'm sure you've seen this. If not...sigh. Happy Saturday.

Regards,

Erik M. Held
D86 Board of Education Member

From: [REDACTED]
Sent: Saturday, December 7, 2019 4:58:27 PM
To: Pollak, Nancy <npollak@hinsdale86.org>; Camden, Kevin <kcamden@hinsdale86.org>; Hirsman, Kathleen <khirsman@hinsdale86.org>; Chval, Keith <kchval@hinsdale86.org>; Hanson, Cynthia <chanson@hinsdale86.org>; Held, Erik <eheld@hinsdale86.org>; Turek, Marty <mturek@hinsdale86.org>; Walsh, William <wwalsh@hinsdale86.org>; Hurt, Jessica <jhurt@hinsdale86.org>
Subject: Carol Baker concerns

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Dear members of the Board of Education:

Let me preface this by saying I am terrified to send this letter to you. I know that you are elected officials and certainly hope that no repercussions should occur to my children or family because of this email, but I fear that we could be targeted by

members of the administration. I am not alone in feeling this way. There are many in the community that feel as strongly about what is going on, but refuse to voice their positions for fear of repercussions or fear that they or their children will be reprimanded and dismissed by you. This is reality.. Please listen to us.

I want to make you aware of a letter I received over the Thanksgiving holiday (attached). Our community keeps hearing from you and the administration that parents are on board with these changes, and that all the teachers are 100% behind the changes happening. **That is not what I and many others in the community are hearing from many different and varied sources, including this correspondence.**

Hearing from current and former D86 teachers, as well as current and former teachers from other school districts in Illinois and around the country, provides a much different story than what has been communicated by building and district administrators, and some Board members, at BOE meetings and other public events such as the 8th grade transition meeting at Central.

As someone who has been very critical of these changes, **I realize you may not want to take what I am saying seriously. That is your choice. However, like many of you, my ultimate goal in being involved is to assure the best opportunities for all D86 students**, I would be remiss if I did not share with you all this information. I usually do not pay attention to anonymous letters and communications, however, some activities of Dr Baker at her previous district have been sent to me and are being circulated in the community (links below), and it is worthwhile to bring them to your attention.

My main concern is that Dr. Baker has circumvented established process and taken steps to quash the recommendations of respected and experienced faculty who have worked in this district far longer than she has. Dr. Baker was hired less than 18 months ago, and in that short period of time has pushed radical changes through by failing to follow the required three year process for creating new courses documented on the district website and in the faculty handbook. The attached letter raises serious concerns about the steps that Dr. Baker went to in order to have the Science Department Chairs change course from the multiple strand science sequence alignment plan that they submitted to her last December and which was included in documents that were provided to you at the January 7, 2019 board meeting. At that meeting, President Pollak indicated that she liked the proposed science plan, but wanted to know what it would cost. Others on the board agreed and the administration was asked to bring that information forward. **That did not happen, and the next time she presented the science alignment plan, it bore no resemblance to what the Department Chairs had recommended, yet none of you ever publicly asked why the plan had so radically changed, or ask why Dr. Baker had not provided you with the requested financial information on the multiple strand sequence. Very few questions about this change were asked in public at all - something else that completely mystifies people who are trying to understand the logic and reasons behind the rapid and incomplete implementation of this plan.**

In addition to the attached letter, **I have also been informed that at the 8th grade transition meeting (with over 800 people in attendance) there was over an hour of questions about the new Science curriculum and that 90% of the parents asking questions were parents who have not been publicly involved in these discussions to date. According to other parents who were there, there was not one positive comment about this new sequence and there was significant concern and questioning about these rapid changes and the ability of parents to make a decision about their children's science path.**

I am wondering if any of the building or district administrators who were present at the 8th grade meeting communicated to the BOE about the number of questions and the significant concern of parents with incoming students? If not, I believe that they should

have as this is just one more data point of many that point to the fact that **this new Science sequence roll out at Central should be delayed for at least a year. No one is ready for it, including, most importantly, teachers and parents.**

Further, at the last board meeting, both Ms. Pollak and Mr. Chval referenced a survey that apparently you gave to the science faculty regarding the proposed plan and Mr. Chval indicated that there was full support by the teachers. I have FOIA'd the survey results and my FOIA was declined, however, I believe that you are required to produce the survey results since they were mentioned during the meeting and therefore the exception that you are relying on to deny the response does not apply. However, even if you don't produce the results to me, I would urge you all to look at the results, as I have been advised that the results do not show 100% support by the science teachers. Also worth noting, while the survey was dubbed as "anonymous", I was told that teachers were asked to put down what subject they taught - so it wasn't quite the anonymous poll that you were led to believe.

I hope that you will read this email and the four attachments with an open mind and understand that the concern that I and hundreds of others have with this plan stems only from the desire to ensure that all of our students have the best possible educational experience in Science next year and in the future.

These documents have been circulating around the community for a few weeks. This is why people do not believe the teachers are 100% behind this.

see public item VI Citizen

Statements <https://v3.boardbook.org/Public/PublicItemDownload.aspx?mk=50236634&fn=minutes.pdf>

<https://chronicleillinois.com/news/cook-county-news/lyons-school-board-member-claims-intimidation-gains-supporters/>

<letter.jpg>

<envelope.jpg>

From: [Prentiss, Tamara](#)
To: [Pollak, Nancy](#)
Subject: Fwd: Carol Baker concerns
Date: Monday, December 9, 2019 1:09:27 PM
Attachments: [image002.png](#)
[image002.png](#)

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: "Walsh, William" <wwalsh@hinsdale86.org>
Date: December 9, 2019 at 9:16:39 AM CST
To: "Prentiss, Tamara" <tprentis@hinsdale86.org>
Cc: "Hurt, Jessica" <jhurt@hinsdale86.org>
Subject: FW: Carol Baker concerns

Tammy

Below is my response to [REDACTED] Jess and I have met with many parents. Meeting with [REDACTED] would be no different.

Thank you

William C. Walsh,
Principal, Hinsdale Central High School
630.570.8210

wwalsh@hinsdale86.org

[@ThisIsHCHS](#)

[Hinsdale Central Facebook](#)



From: Walsh, William
Sent: Monday, December 9, 2019 9:16 AM
To: [REDACTED]
Subject: RE: Carol Baker concerns

[REDACTED]

If you would like to sit down with Jess Hurt & me, let me know. We are happy to walk through the collaboration that has taken place between the Science Departments regarding Curriculum Alignment. You are correct, 100% buy-in from a team is not expected, all work teams will have members who do not agree with the direction of the collective team. But we can work towards an understanding and provide the a world class education.

I hope I am not wrong in believing each and everyone of our science teachers can talk to me and share their perspective as well as their opinions. I am confident that were we land regarding a science sequence over time will provide students opportunities to explore their interest and pursue a path beyond high school.

Thank you

William C. Walsh,
Principal, Hinsdale Central High School
630.570.8210

wwalsh@hinsdale86.org

[@ThisIsHCHS](#)

[Hinsdale Central Facebook](#)



From: [REDACTED]
Sent: Sunday, December 8, 2019 8:51 AM
To: Pollak,Nancy <npollak@hinsdale86.org>; Camden,Kevin <kcamden@hinsdale86.org>; Hirsman,Kathleen <khirsman@hinsdale86.org>; Chval,Keith <kchval@hinsdale86.org>; Hanson,Cynthia <chanson@hinsdale86.org>; Held,Erik <eheld@hinsdale86.org>; Turek,Marty <mturek@hinsdale86.org>; Walsh,William <wwalsh@hinsdale86.org>; Hurt,Jessica <jhurt@hinsdale86.org>
Subject: Re: Carol Baker concerns

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

You should also know I just received this via Facebook messenger. I do not know the person who sent it to me This is real. We are not making this up. And when the board president and superintendent attend a department meeting to ask for opinions that's not called discussion. It's called "intimidation"

Thank you for your post just now on fb. You are right that people do not want to speak out for fear that their children will be targeted. I wanted to tell you that my [REDACTED], who is currently in xxxxxx (took out course name for privacy reasons) told me that they discussed the impending science changes in class. The teacher announced that he/she will arrange fo retire

before this new track is entirely phased in, that is how disastrous he/she views it. So no, they do not have 100% teacher support.



On Dec 7, 2019, at 4:58 PM, [REDACTED] wrote:

Dear members of the Board of Education:

Let me preface this by saying I am terrified to send this letter to you. I know that you are elected officials and certainly hope that no repercussions should occur to my children or family because of this email, but I fear that we could be targeted by members of the administration. I am not alone in feeling this way. There are many in the community that feel as strongly about what is going on, but refuse to voice their positions for fear of repercussions or fear that they or their children will be reprimanded and dismissed by you. This is reality.. Please listen to us.

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As someone who has been very critical of these changes, **I realize you may not want to take what I am saying seriously. That is your choice. However, like many of you, my ultimate goal in being involved is to assure the best opportunities for all D86 students**, I would be remiss if I did not share with you all this information. I usually do not pay attention to anonymous letters and communications, however, some activities of Dr Baker at her previous district have been sent to me and are being circulated in the community (links below), and it is worthwhile to bring them to your attention.

My main concern is that Dr. Baker has circumvented established process and taken steps to quash the recommendations of respected and experienced faculty who have worked in this district far longer than she has. Dr. Baker was hired less than 18 months ago, and in that short period of time has pushed radical changes through by failing to follow the required three year process for creating new courses documented on the district website and in the faculty handbook. The attached letter raises serious concerns about the steps that Dr. Baker went to in order to have the Science Department Chairs change

course from the multiple strand science sequence alignment plan that they submitted to her last December and which was included in documents that were provided to you at the January 7, 2019 board meeting. At that meeting, President Pollak indicated that she liked the proposed science plan, but wanted to know what it would cost. Others on the board agreed and the administration was asked to bring that information forward. **That did not happen, and the next time she presented the science alignment plan, it bore no resemblance to what the Department Chairs had recommended, yet none of you ever publicly asked why the plan had so radically changed, or ask why Dr. Baker had not provided you with the requested financial information on the multiple strand sequence. Very few questions about this change were asked in public at all - something else that completely mystifies people who are trying to understand the logic and reasons behind the rapid and incomplete implementation of this plan.**

In addition to the attached letter, **I have also been informed that at the 8th grade transition meeting (with over 800 people in attendance) there was over an hour of questions about the new Science curriculum and that 90% of the parents asking questions were parents who have not been publicly involved in these discussions to date. According to other parents who were there, there was not one positive comment about this new sequence and there was significant concern and questioning about these rapid changes and the ability of parents to make a decision about their children's science path.**

I am wondering if any of the building or district administrators who were present at the 8th grade meeting communicated to the BOE about the number of questions and the significant concern of parents with incoming students? If not, I believe that they should have as this is just one more data point of many that point to the fact that **this new Science sequence roll out at Central should be delayed for at least a year. No one is ready for it, including, most importantly, teachers and parents.**

Further, at the last board meeting, both Ms. Pollak and Mr. Chval referenced a survey that apparently you gave to the science faculty regarding the proposed plan and Mr. Chval indicated that there was full support by the teachers. I have FOIA'd the survey results and my FOIA was declined, however, I believe that you are required to produce the survey results since they were mentioned during the meeting and therefore the exception that you are relying on to deny the response does not apply. However, even if you don't produce the results to me, I would urge you all to look at the results, as I have been advised that the results do not show 100% support by the science teachers. Also worth noting, while the survey was dubbed as "anonymous", I was told that teachers were asked to put down what subject they taught - so it wasn't quite the anonymous poll that you were led to believe.

I hope that you will read this email and the four attachments with an open mind and understand that the concern that I and hundreds of others have with this plan stems only from the desire to ensure that all of our students have the best possible educational experience in Science next year and in the future.

These documents have been circulating around the community for a few weeks. This is why people do not believe the teachers are 100% behind this.

see public item VI Citizen

Statements <https://v3.boardbook.org/Public/PublicItemDownload.aspx?>

[mk=50236634&fn=minutes.pdf](#)

<https://chronicleillinois.com/news/cook-county-news/lyons-school-board-member-claims-intimidation-gains-supporters/>

<letter.jpg>

<envelope.jpg>

From: [Prentiss, Tamara](#)
To: [Maniscalco, Domenico](#)
Subject: Fwd: Carol Baker concerns
Date: Saturday, December 7, 2019 6:37:11 PM

FYI

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: "Held, Erik" <eheld@hinsdale86.org>
Date: December 7, 2019 at 5:37:21 PM CST
To: "Prentiss, Tamara" <tprentis@hinsdale86.org>
Subject: Fwd: Carol Baker concerns

I'm sure you've seen this. If not...sigh. Happy Saturday.

Regards,

Erik M. Held
D86 Board of Education Member

From: [REDACTED]
Sent: Saturday, December 7, 2019 4:58:27 PM
To: Pollak, Nancy <npollak@hinsdale86.org>; Camden, Kevin <kcamden@hinsdale86.org>; Hirsman, Kathleen <khirsman@hinsdale86.org>; Chval, Keith <kchval@hinsdale86.org>; Hanson, Cynthia <chanson@hinsdale86.org>; Held, Erik <eheld@hinsdale86.org>; Turek, Marty <mturek@hinsdale86.org>; Walsh, William <wwalsh@hinsdale86.org>; Hurt, Jessica <jhurt@hinsdale86.org>
Subject: Carol Baker concerns

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Dear members of the Board of Education:

Let me preface this by saying I am terrified to send this letter to you. I know that you are elected officials and certainly hope that no repercussions should occur to my children or family because of this email, but I fear that we could be targeted by members of the administration. I am not alone in feeling this way. There are many in the community that feel as strongly about what is going on, but refuse to voice their positions for fear of repercussions or fear that they or their children will be reprimanded and dismissed by you. This is reality.. Please listen to us.

I want to make you aware of a letter I received over the Thanksgiving holiday (attached). Our community keeps hearing from you and the administration that parents are on board with these changes, and that all the teachers are 100% behind the changes happening. **That is not what I and**

many others in the community are hearing from many different and varied sources, including this correspondence.

Hearing from current and former D86 teachers, as well as current and former teachers from other school districts in Illinois and around the country, provides a much different story than what has been communicated by building and district administrators, and some Board members, at BOE meetings and other public events such as the 8th grade transition meeting at Central.

As someone who has been very critical of these changes, **I realize you may not want to take what I am saying seriously. That is your choice. However, like many of you, my ultimate goal in being involved is to assure the best opportunities for all D86 students**, I would be remiss if I did not share with you all this information. I usually do not pay attention to anonymous letters and communications, however, some activities of Dr Baker at her previous district have been sent to me and are being circulated in the community (links below), and it is worthwhile to bring them to your attention.

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future.

These documents have been circulating around the community for a few weeks. This is why people do not believe the teachers are 100% behind this.

see public item VI Citizen Statements <https://v3.boardbook.org/Public/PublicItemDownload.aspx?mk=50236634&fn=minutes.pdf>

<https://chronicleillinois.com/news/cook-county-news/lyons-school-board-member-claims-intimidation-gains-supporters/>

I admire and respect all the work you have done on behalf of District 86. The recent research and discussion regarding the dictated changes to the science curriculum goes way deeper than what has been discovered thus far. It has been an egregious, unethical, unprofessional process that has been 100% divisive.

Recently, there was mention of requesting science faculty members to speak out about their feelings and beliefs about the dictated changes. None of them will speak about their beliefs, because they will lose their jobs if they do so.

The former highly regarded HC Science Department Chair, Lisa Fernandez, was removed as department chair when, at the very beginning of this duplicitous process, she spoke out against the proposed changes. Single handedly, this entire debacle has been orchestrated by Carol Baker. Lisa presented her with supportive data that explains why the changes should not be made and why HC was not moving forward with them, and as a result, she was removed as department chair. Subsequently, Lisa was transferred to HS to teach science. Julie May, the current HC science chair is a puppet and has been told by Carol Baker that she must support the administration's effort to push through these absurd curricular changes.

Lisa is extremely intelligent, dedicated, and well respected administrator and teacher with years of experience developing and designing curriculum to most effectively meet the needs of students. The HC Science Department faculty is devastated at how Lisa was treated and removed from her position, and they want her back, which will never happen and is a travesty.

This is a critical piece of the puzzle that you wouldn't have discovered unless you know someone who works at HC. But, it is why this entire situation is such a disaster and will continue to be shoved down everyone's throats. Good luck with your future efforts, but just know that Carol Baker is a negative force not at all interested in what is best for students. She is a wrecking ball that will continue to destroy District 86.



60514-132570



From: [Prentiss, Tamara](#)
To: [Walsh, William](#)
Subject: RE: Concern Regarding the Publicly Announced Science Course Options for 2020-2021 Freshmen
Date: Friday, December 6, 2019 12:55:00 PM
Attachments: [image003.png](#)

Thank you. I shared with the BOE.
TP

From: Walsh, William <wwalsh@hinsdale86.org>
Sent: Friday, December 6, 2019 12:53 PM
To: Prentiss, Tamara <tprentis@hinsdale86.org>
Subject: RE: Concern Regarding the Publicly Announced Science Course Options for 2020-2021 Freshmen

Tammy

What the presentation team (Martzolf, May, Regnier, Walsh) said was, "in the email you receive the week of November 25, you will be provided 2 options for Science. Then when you meet with a counselor in January / February you can choose an option."

Option 1 a recommendation for a science course under the current open science model (Earth Science, Bio, Bio-H, Chemistry)

Option 2 a recommendation for a science course under the Integrated science sequence (Physics, Physics-H)

We NEVER said pick you / parent indicate two! We are giving the parents the choice, not the other way.

Thank you

William C. Walsh,
Principal, Hinsdale Central High School
630.570.8210

wwalsh@hinsdale86.org

[@ThisIsHCHS](#)

[Hinsdale Central Facebook](#)



From: Prentiss, Tamara <tprentis@hinsdale86.org>
Sent: Friday, December 6, 2019 12:12 PM
To: Walsh, William <wwalsh@hinsdale86.org>
Subject: FW: Concern Regarding the Publicly Announced Science Course Options for 2020-2021 Freshmen

FYI- please clarify

From: Held,Erik <eheld@hinsdale86.org>
Sent: Friday, December 6, 2019 10:33 AM
To: Prentiss,Tamara <tprentis@hinsdale86.org>
Subject: Fwd: Concern Regarding the Publicly Announced Science Course Options for 2020-2021 Freshmen

Additional FYI

Regards,

Erik M. Held
D86 Board of Education Member

From: [REDACTED]
Sent: Friday, December 6, 2019 10:28:35 AM
To: Chval,Keith <kchval@hinsdale86.org>; Camden,Kevin <kcamden@hinsdale86.org>; Hirsman,Kathleen <khirsman@hinsdale86.org>; Held,Erik <eheld@hinsdale86.org>; Hanson,Cynthia <chanson@hinsdale86.org>; Turek,Marty <mturek@hinsdale86.org>; Pollak,Nancy <npollak@hinsdale86.org>
Subject: Concern Regarding the Publicly Announced Science Course Options for 2020-2021 Freshmen

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

To the D86 BOE Members:

I forgot to mention a final concern in my last email. I have heard from multiple 8th grade parents who attended the 8th Grade HC transition meeting last month that Principal Walsh advised that when they make their science course selections, they must indicate TWO courses since there is no guarantee they will get their first choice.

In all of the D86 administration's public presentations to the BOE, in the 2 community PCB information sessions and in the weekly newsletters going out to the community by email, we have been told that NEXT year, at Hinsdale Central, students will NOT have to take the PCB sequence, but can elect the same courses that were offered this year. If this is not a guarantee, why hasn't this information been made PUBLIC to everyone, including you as the Board of Education?

For freshmen entering next year having completed Geometry in 8th grade, if they want to avoid the PCB sequence, they can choose either Honors Biology or Honors Chemistry. But for

any other honors level student qualified to begin in Honors Biology, their only other honors option is Physics in the Universe, since Earth Science Honors is no longer being offered.

Again, I am not requesting that you take any personal time to send me a response. But I am asking that you reflect on this information and then perhaps one of you can ask the administration why their narrative keeps changing? Parents and students are relying on the PUBLIC information that is being disseminated by the D86 Administration. It shouldn't be a moving target.

Respectfully,

A solid black rectangular redaction box covering the signature area.

From: [Prentiss, Tamara](#)
To: [Held, Erik](#)
Subject: RE: NEW Concerns Regarding Exceptions that will be made for Freshmen in the PCB Sequence Courses
Date: Friday, December 6, 2019 10:17:00 AM

Regarding placement,

She is incorrect. Both DCs clearly stated it is based on the MATH recommendation. If a student has an IEP, the IEP team will make the recommendation (we also run special education only science courses).

TP

From: Held, Erik <eheld@hinsdale86.org>
Sent: Friday, December 6, 2019 9:30 AM
To: Prentiss, Tamara <tprentis@hinsdale86.org>
Subject: Fwd: NEW Concerns Regarding Exceptions that will be made for Freshmen in the PCB Sequence Courses

FYI.

I'd imagine Carol was talking about the 2020-2021 school year.

The only thing that's unique [REDACTED]
[REDACTED] I believe I've heard of some communication.

Regards,

Erik M. Held
D86 Board of Education Member

From: [REDACTED]
Sent: Friday, December 6, 2019 9:03:22 AM
To: Camden, Kevin <kcamden@hinsdale86.org>; Chval, Keith <kchval@hinsdale86.org>; Hirsman, Kathleen <khirsman@hinsdale86.org>; Held, Erik <eheld@hinsdale86.org>; Hanson, Cynthia <chanson@hinsdale86.org>; mturek@hinsdale86 <mturek@hinsdale86.org>; Pollak, Nancy <npollak@hinsdale86.org>
Subject: NEW Concerns Regarding Exceptions that will be made for Freshmen in the PCB Sequence Courses

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

To the D86 Board of Education Members:

I currently serve on the [REDACTED] At yesterday's monthly meeting, the topic of the D86 PCB Science Sequence was raised by a community member in public comment. During and after the meeting, in response to questions that were asked, the D181 administration stated that D86 had not collaborated in any way with the D181 Department of Learning during the process of selecting the single sequence PCB model that will roll out next year. In addition, when D181 recently asked Ms. Baker questions about outlier freshmen students, she suggested alternatives such as an **Earth Science** course and **AP Physics**.

Specifically, Ms. Baker stated that since G-level courses will not be offered, freshmen who are not ready for **Physics** can take **Earth Science**. For students who enter high school ready to take **Calculus**, Ms. Baker stated that they can take **AP Physics their freshmen year**.

As you know, the D86 administration informed the BOE and community during all the public meetings, that **beginning in 2021-2022 school year, all** freshmen at both schools **will be required to take the PCB sequence**. We were told that freshmen will take one of the **Physics in the Universe** classes. For upperclassmen, we were told that calculus based **AP Physics C** or **AP Physics CM** will be offered and that **AP Physics 1 and 2** will not be offered in the PCB sequence. Therefore, when Ms. Baker said freshmen ready for calculus can take **AP Physics**, she must have meant **AP Physics C or CM**.

I have three concerns.

First, why did Ms. Baker and Ms. Prentiss fail to inform the BOE or community that alternative options exist or that exceptions will be made for certain freshmen in the PCB sequence? To my knowledge, they have not informed the D86 BOE of this during any public board meeting. They did not inform parents or community members during last month's 2 PCB Information Sessions and the 8th Grade Hinsdale Central Transition meeting, or in any of the materials that the district has sent by email, including the various weekly D86 newsletters.

If exceptions are going to be made, how and when were you, parents and students going to be told? What objective criteria must be met for an exception, since there needs to be consistent application of non-subjective standards, otherwise students will not be treated equally or fairly and you will open a Pandora's box of parent complaints?

Second, how can freshmen in the PCB sequence take **Earth Science** if they are not ready for **Physics**? Isn't it the case that there will only be an **Earth Science CAPSTONE** course offered as an upperclass elective, and all other **Earth Science** specific courses will be eliminated for students in the PCB sequence?

My **third** and biggest concern, however, is with the suggestion that any **Calculus** ready freshmen would take **AP Physics C or CM** (since these are the only **AP Physics** classes that will be offered to students entering the PCB sequence). For those of you who have had students in high school, I assume you know that **AP Physics C or CM** are the hardest AP courses ANY high school student can possibly take. This is why normally, if at all, students take this college course during their senior year. Most high achieving students, however, take **AP Physics 1 or AP Physics 2** BEFORE taking **AP Physics C or CM**. There is a level of emotional and age related maturity that is expected from students who take such a hard college level class. Is it appropriate to allow freshmen to begin their

high school career taking the hardest AP course they will be offered during their four years of high school?

I am respectfully requesting that you all pause and think about my last paragraph. Please take the time to ask the D86 administration to explain if they really believe accelerating any freshmen into the hardest AP course any high school in the country currently offers to upperclassmen is educationally appropriate, rather than provide other Science options that will meet their freshmen academic needs.

I am not asking you to send me a response, unless you desire to. I am hoping, however, that at least one of you will ask the administration why they haven't been forthcoming to you or the public about the "exceptions" that they will be making and to explain how it is educationally appropriate to replace the PCB freshmen **Physics in the Universe** courses with **AP Physics C or CM** for high achieving academic outliers.

Thank you for your consideration.

Respectfully,

A solid black rectangular box used to redact the sender's name and signature.

From: [Fernandez, Lisa](#)
To: [Hurt, Jessica](#)
Subject: County Institute Day Science 2019
Date: Friday, February 22, 2019 8:43:00 AM
Attachments: [County Institute Day Science 2019.docx](#)

I will print one out and sign it for you too.

Lisa

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT 86
County Institute Day Departmental Proposal

March 1, 2019

Deadline: February 28, 2019

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT 86
County Institute Day Departmental Proposal

Deadline: February 28, 2019

BUILDING -	Central
DEPARTMENT -	Science
PROPOSAL TITLE -	D86 Science Curriculum Equity Workshop
SUBJECT AREAS INVOLVED -	All Science

Department Chair Name: Lisa Fernandez

Participating Department Members: Baker, A. Breig, M. Breig, Canavan Greenberg, Jazak, E. Jensen, M. Jensen, Kim, Ludois, Ludovice, May, McClain, McCloud, Paige, Pintz, Sargent, Scheldrup, Walsh, Williams, Wollschlaeger, Woods, Zinnecker

Location of Meeting in District 86 facility or other professional location: South Science Classrooms

Agenda for the day (Be sure to give specific times including any breaks.)

8:00-8:45 Introduction to D86 Curriculum Equity
8:45-12:30 Team work on Units, Objectives, and NGSS – including gallery walks
12:30-1:15 Whole group wrap up session with Q&A, next steps

Description of Planned Activities:

This form is to be completed electronically

1. How will your work improve your instruction? Be specific.

Teachers will review the Guaranteed and Viable Curriculum and use this along with other pieces of information, such as the Next Generation Science Standards. This work will serve as the foundation for each of our regular-level core courses as we move forward with this task. This work will guide the instruction and the assessments of our courses.

2. What will be produced by the end of the day as a result of your work? Be specific.

Units for Biology, Chemistry, Physics, and Earth Science with objectives drafted.

3. Who will be responsible for submitting evidence of your work to the building assistant principal for instruction?

Julie Gaubatz and Lisa Fernandez

ACTION TAKEN:

Signature: _____
Department Chair

Signature: _____
Assistant Principal

From: [Gaubatz,Julie](#)
To: [Katherine Seguino](#)
Subject: RE: sequence
Date: Thursday, March 21, 2019 8:17:00 AM

Perfect! Thanks!

Julie Gaubatz
630-468-4500

From: Katherine Seguino [mailto:kseguino@Naperville203.org]
Sent: Thursday, March 21, 2019 7:45 AM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: RE: sequence

How does 12:30 work?

Regards,
Katherine Seguino

From: Gaubatz,Julie [mailto:jgaubatz@hinsdale86.org]
Sent: Thursday, March 21, 2019 7:44 AM
To: Katherine Seguino <kseguino@Naperville203.org>
Subject: RE: sequence

CAUTION: This e-mail originated outside of Naperville 203. **DO NOT** click links or open attachments unless you confirm the incoming address of the sender and know the content is safe.

Thanks, Katherine – I'd love to chat for sure.

I teach, though, from 8:30-11:15 today... do you have another spot that might work for a call?

Julie

Julie Gaubatz
630-468-4500

From: Katherine Seguino [mailto:kseguino@Naperville203.org]
Sent: Wednesday, March 20, 2019 5:43 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Re: sequence

Julie

Sorry I did get back to you sooner. This is a big question so maybe it would be best to chat on the phone. I am free to about 9:15 tomorrow morning if you want give me a call. 630.420.6417

Regards,

Katherine

----- Original message -----

From: "Gaubatz,Julie" <jgaubatz@hinsdale86.org>

Date: 3/19/19 8:47 AM (GMT-06:00)

To: Katherine Seguino <kseguino@Naperville203.org>

Subject: sequence

CAUTION: This e-mail originated outside of Naperville 203. **DO NOT** click links or open attachments unless you confirm the incoming address of the sender and know the content is safe.

Hi Katherine!

I have some science sequence questions for you... 😊

As you know, we've been using a PCB sequence at Hinsdale South for about 10 years, and now our district wants Central and South to have the same sequence. We've had a lot of success with our sequence, but I want to be open to other sequences out there. Your sequence is chem, bio, then physics – is that right? Can you tell me what you feel is working well for your students with this sequence and what is not working as well? And, maybe why you chose this sequence? I'll probably have some follow-up questions, so for now, any thoughts, help, or advice you could send our way will be really appreciated!

Thanks!

Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*

Confidentiality Notice: This message and any attachments may contain confidential and privileged information that is protected by law. The information contained herein is transmitted for the sole use of the intended recipient(s). If you are not the intended recipient or designated agent of the recipient of such information, you are hereby notified that any use, dissemination, copying or retention of this email or the information contained herein is strictly prohibited and may subject you to penalties under federal and/or state law. If you received this email in error, please notify the sender immediately and permanently delete this email. We may monitor email to and from our network.

From: [Gaubatz, Julie](#)
To: [Luepke, Judi](#)
Subject: RE: looking for info on Frosh physics, regular or lower level
Date: Tuesday, March 19, 2019 8:24:00 AM

That is great to hear! I'd love to see us move to a full physics course for all of our freshmen. 😊

D86 now has the goal of that both South and Central with the same science sequence, so we're in the process to determine what that will be. I feel Physics-Chem-Bio is the most logical, but I'm fine with whatever is decided. I realize there are a lot of other factors that come into play with this decision.

Would you mind if one of my freshman teachers reached out to one of your freshman physics teachers to learn more about how they adapt physics for students in your survey course? It might help us with this district discussion, and hearing new ideas is beneficial no matter what... If you're ok with that, can you tell me which teacher might be our best contact?

Thanks so much! And enjoy Dr. Law – I've really liked working with him.

Julie

Julie Gaubatz
630-468-4500

From: Luepke, Judi [mailto:jluepke@dist113.org]
Sent: Monday, March 18, 2019 7:36 PM
To: Gaubatz, Julie <jgaubatz@hinsdale86.org>
Subject: Re: looking for info on Frosh physics, regular or lower level

Hi Julie,

Hope you are doing well! As you probably know, Dr. Law is headed our way! I thought of you when I learned he was from Hinsdale:).

We use the same targets for Fr Physics Honors, Standard, and Survey. The targets are dialed up for Honors and dialed back for Survey. Our Survey students do many of the same labs, including the use of Spheros for studying motion! We are hoping for a curriculum workshop this summer to update our curriculum as it has been over 10 years since we started the course. How time flies!

Let me know how I can help.

Judi
Judi Luepke

**Deerfield High School
Science Department Chair
1959 Waukegan Rd.**

Deerfield, IL 60015
224-632-3261

Live the Warrior Way!

[Redacted]

On Mon, Mar 18, 2019 at 1:31 PM Gaubatz,Julie <jgaubatz@hinsdale86.org> wrote:

Hi Judi!

As you know, we've been using a PCB sequence at Hinsdale South for about 10 years, and we have two levels – Physics Honors and GeoPhysics.

GeoPhysics is a course that combines Physics with Earth Science, but we're considering changing this course to be a more applied physics course, giving it the title of Physics, but we're not sure if we can do it. We're trying to see what other schools do for their regular or lower-level freshman physics courses to see if it might work for our students. Is there anything you can share with us that might help us figure out what a course like this might look like?

Thanks for any help or advice you could send our way!

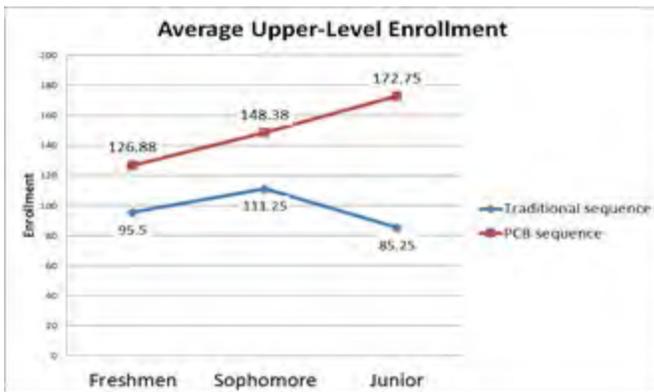
Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*

From: [Gaubatz, Julie](#)
To: [Nelson, Faith](#)
Subject: RE: Physics First Sequence
Date: Friday, May 3, 2019 2:28:00 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)

Thanks for the Argo info!

And, bingo about the honors enrollment! With PCB we get about a 10% increase in honors each year (red line) and with the BCP we got an increase, then a sharp decrease (blue line).



Julie Gaubatz
630-468-4500

From: Nelson, Faith [mailto:FNelson@oprfs.org]
Sent: Friday, May 3, 2019 2:16 PM
To: Gaubatz, Julie <jgaubatz@hinsdale86.org>
Subject: RE: Physics First Sequence

Thank you. I spoke with Jill Alexander from Argo HS, and this is the third year they have not had lower-level classes. She said it has not negatively impacted the student population (D students stayed D students, A students remained A students) They max out at 6 IEP's per class and the classes with the full 6 IEP students are co taught.

It also looks like movement from regular to honors levels increases over time with PCB... was that a large difference from the previous BCP sequence? Here it seems many students get to honors chem from honors bio and then drop down at the start of the year (or our regular chem kids drop into chem com)

From: Gaubatz, Julie [mailto:jgaubatz@hinsdale86.org]
Sent: Friday, May 3, 2019 2:06 PM
To: Nelson, Faith <FNelson@oprfs.org>

Subject: RE: Physics First Sequence

We are moving away from lower-level classes – it’s a controversial move, and we don’t yet have data trends to assess how it’s going. Three years ago we went to two levels for juniors, last year we went to two levels for frosh and next year two levels only for sophomores. In addition to our special ed co-teachers, we were given “interventionists” positions to help students who aren’t special ed but who need extra help. So far, it’s working well, but its early, so probably too early to tell.

Julie Gaubatz
630-468-4500

From: Nelson, Faith [<mailto:FNelson@oprfs.org>]
Sent: Friday, May 3, 2019 1:45 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: RE: Physics First Sequence

Thank you! What do you do for placement of students that have IEP’s or lower reading scores? It looks like you offer honors physics or geophysics for your freshmen classes, so it does not appear that you have an “essential” or remedial class for freshmen, but then sophomore year you offer 3 levels of chemistry (honors, regular and non math based?)

Thanks!
Faith

From: Gaubatz,Julie [<mailto:jgaubatz@hinsdale86.org>]
Sent: Friday, May 3, 2019 12:01 PM
To: Nelson, Faith <FNelson@oprfs.org>
Cc: Bonner,David <dbonner@hinsdale86.org>
Subject: RE: Physics First Sequence

Hi Faith!

We came up with a list of department goals, then for each of the sequence we considered, we rated each one for how much of an improvement we’d predict for each one.

For instance – Goal: Increase enrollment in upper-level courses. Would the PCB be better than the current sequence for meeting that goal (++ or +), no difference predicted (o), or it would be worse at meeting that goal compared to the current sequence (-- or -).

We did that for each sequence we considered with each goal. It was very clarifying, it helped us focus and communicate with one another, and narrow down our choices.

I can’t imagine reading would have any impact on Physics at all... really an odd idea, but maybe I’m missing something...

Good luck and keep us updated!!!! 😊

Julie Gaubatz
630-468-4500

From: Nelson, Faith [<mailto:FNelson@oprfs.org>]
Sent: Tuesday, April 30, 2019 3:40 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Cc: Bonner,David <dbonner@hinsdale86.org>
Subject: RE: Physics First Sequence

Thank you so much! This looks amazing and I wish I'd have gone to NSTA to see your presentation. We are in our second year of physics first students enrolling in AP bio as juniors and it looks like you've been doing that too. I'm curious about the slide that has the comparison boxes titled "program of studies task force goals". Can you explain a little more about that? I have some teachers concerned that physics first will be more complicated for struggling readers. I'm just not sure what the + or ++ symbols mean in that slide.

Thanks again!
Faith

From: Gaubatz,Julie [<mailto:jgaubatz@hinsdale86.org>]
Sent: Tuesday, April 30, 2019 1:01 PM
To: Nelson, Faith <FNelson@oprfs.org>
Cc: Bonner,David <dbonner@hinsdale86.org>
Subject: RE: Physics First Sequence

Hi Faith!

How exciting! I'll cc our lead Physics teacher, too, so you can have his contact – we have a lot to share, so whatever you need, we will help with. 😊

There are two threads to what I'll write today: 1) We are overwhelmingly happy with the change to our modified Physics – Chemistry – Biology sequence, and 2) We are currently re-evaluating our sequence to determine if there is anything we can adjust to make it better and to align with our sister school.

So, for the first thread – this sequence change has had an amazing impact on our students and on our ability to collaborate teacher-to-teacher. Below are links to a variety of items – let me know if any of them don't connect for you.

For the second thread, this is a tougher topic. When we made the change to PCB in 2008, but our sister school did not see reason for them to adjust their sequence, so for the past decade we've had two different sequences. Now, our board wants us to have the same sequence. That is the process

we're in now, and it's not easy. There are many options out there, but two things we are looking at presently are a sequence by semester so students get a semester of Biology, Chemistry, Physics, and Earth Science their frosh and soph year, then they can specialize their junior and senior years. The other is a PCB version that integrates more Earth Science, and we're nicknaming that option the [California model](#). Below I'll paste notes I shared at our last sequence-determining meeting with lots of links.

Let us know what else we can do to help. 😊

Julie

HSHS Science Program

Revised August 2017

Theory Supporting $P \rightarrow C \rightarrow B$

(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 $P \rightarrow C \rightarrow B$

(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

Sample of Area PCB Schools

Walter Payton	(Ranked 1st in Illinois in 2016)
Northside Prep	(Ranked 2nd in Illinois in 2016)
New Trier	(Ranked 6th in Illinois in 2016)
Deerfield	(Ranked 11th in Illinois in 2016)

Lakes HS

Argo

Tinley Park

Ridgewood

Loyola Academy

Hinsdale South High School

- ~1500 students
- Highly qualified science teachers
 - Most teacher have at least one Master's Degree
 - Two teachers with Doctoral Degrees
 - Presidential Award for Physics Teaching (National)
 - Davidson Chemistry Teaching Award (Illinois)
- Multiple sender schools with multiple high schools
- Substantial demographic changes 2008-2017
 - Racial/Ethnic Diversity
16% → 45% $\Delta = +29\%$
 - Low-income
11% → 30% $\Delta = +19\%$



Transition Process

- 2005: Needs assessment completed
Department goals clarified
Possible sequences investigated
- 2006 Presentations to Admin and D86 Board
PCB sequence chosen
Courses and transition planned
- 2008 First PCB cohort begins



HSHS Traditional Sequence

Prior to 2008

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Earth Science	Biology	Concepts Chemistry Chem Honors	Physics Phys Honors Elective or AP course
Biology Bio Honors	Concepts Chemistry Chem Honors	Physics Phys Honors	Electives or AP course

Program of Studies Task Force Goals

Traditional Modified
PCB

8th
?
?
?

I. Math 8
Alg

II. math 8
Alg

IV. ?
? ?

V. math 8
Alg

VI. math 8
Alg

VII. >

9th
ES/Geop →
BIO
BIO H

Geophys
Phys H

Geophys
Phys H

Integ. I
Integ. I H

BIO
Phys H

BIO
Phys H

Chem
Chem H

10th
BIO
chem
Chem H

Chem ^{2nd section}
Chem H

BIO
Chem H

Integ. II
Integ. II H

Chem
Chem H

Geophys
Chem
Chem H

BIO
BIO H

11th
Chem
Phys
Phys H

BIO
Bio H/A

Chem
Bio H/A

Integ. II
Integ. III

Geophys
Phys
Bio H/A

Chem
Phys
Bio H/A



HSHS Modified PCB Sequence

First cohort of freshmen began in 2008

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Math 8	GeoPhysics AR GeoPhysics	Concepts in Chemistry	Biology AP Biology	<u>Electives:</u> Anat & Phys AP Envir Sci AP Biology
Algebra I or higher	Physics Honors	Chemistry Chemistry Honors	(plus electives if interested)	AP Chemistry AP Physics 1 AP Physics C Earth Science

Freshman Courses

GeoPhysics

- **Constant Velocity**
- Plate Tectonics (*speed*)
- **Acceleration**, Free Fall, **Projectiles**
- **Forces**
- Solar System and beyond (*acceleration, forces*)
- **Impulse and Momentum**
- **Energy**
- **Electricity and circuits**
- **Waves**
- Earthquakes, **Sound, Light** (*waves*)
- Sun and Stars (*light and speed*)

Physics Honors

- **Constant Velocity**
- **Acceleration/Kinematics**
- **Projectile Motion**
- **Forces** (coefficients friction, angled & inclined forces)
- Circular Motion
- **Impulse and Momentum**
- Work & Conservation of **Energy**
- **Electricity and Circuits**
- **Waves**
- **Sound**
- **Light**

Experimentation

Variables, repeatability, abstraction, safety



Objective:

- I. Investigating the effect of pressure on the volume of gas.
- II. Investigating the effect of temperature on the volume of gas.
- III. Studying the ideal gas equation.

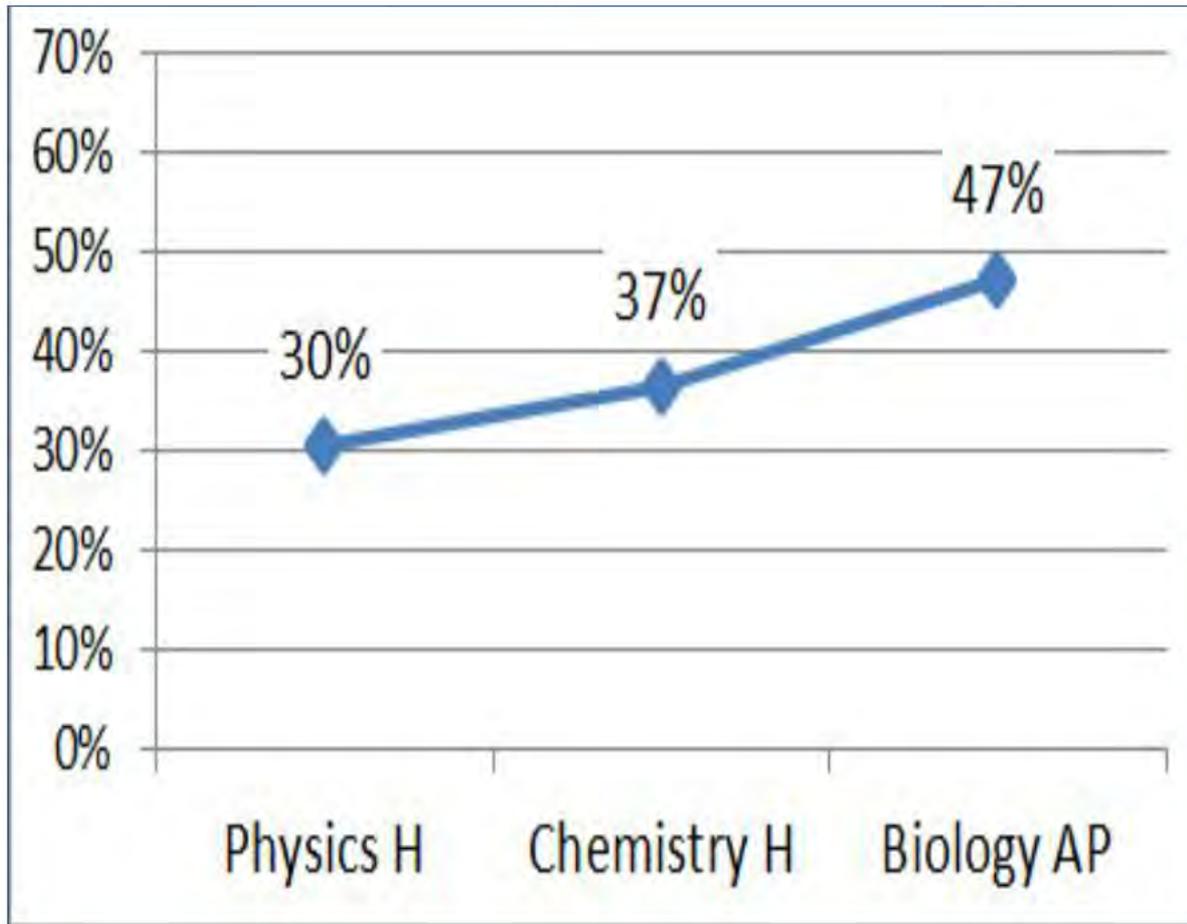
Mercury level in closed end tube(mm) ± 0.5 mm	Mercury level in opened end tube(mm) ± 0.5 mm	Difference in height = P_{hg}	Pressure of gas, P ($P = P_{atm} + P_{hg}$)	Height of gas ± 0.5 mm	Volume of gas ± 0.5 mm	PV
100.0	163.00	63	196	238.0	238.0	46648
114.0	158.00	44	177	243.0	243.0	43011
117.0	147.00	30	163	248.0	248.0	40424
121.0	134.00	13	146	253.0	253.0	46938
144.0	132.00	12	145	258.0	258.0	37410

*Assuming that the diameter of the tube is constant, then the volume of the gas directly proportional to the height of gas column.

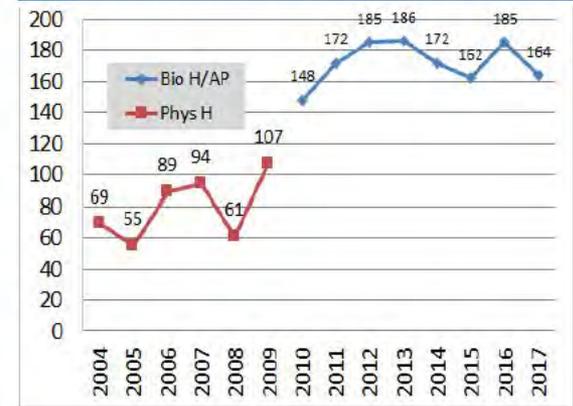
Distance (cm)	Time Trail 1	Time Trail 2	Time Trail 3	Time Average	Average Velocity
120	1.20	1.15	1.11	1.13	78.43
100	1.06	1.16	1.10	1.11	90.09
80	1.01	1.09	0.96	1.03	77.67
60	0.73	0.90	0.80	0.81	74.07
40	0.65	0.83	0.63	0.70	57.14
20	0.26	0.38	0.33	0.32	62.50



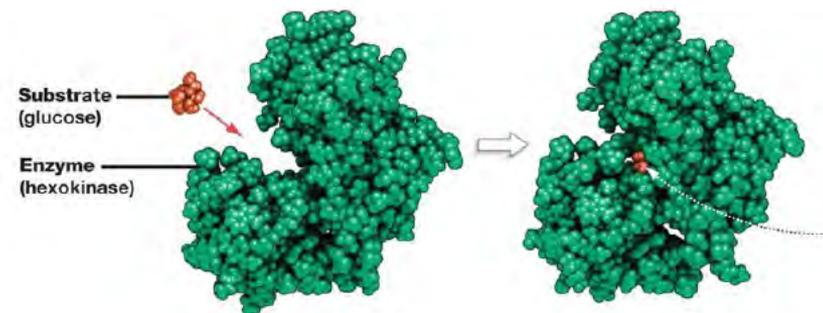
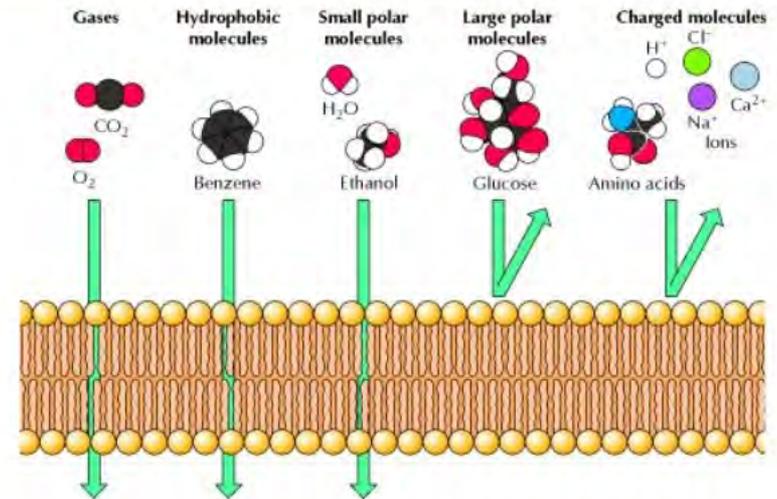
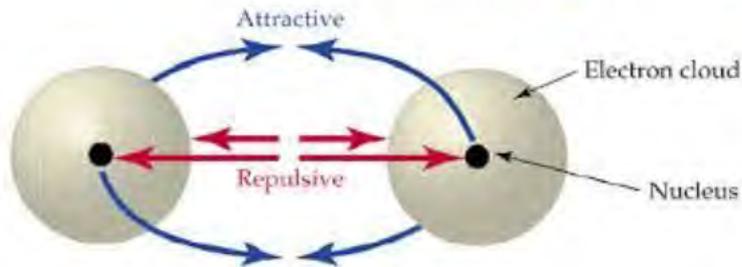
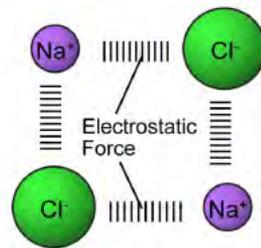
Average Percent of Class Enrolled in an Upper Level Science Course



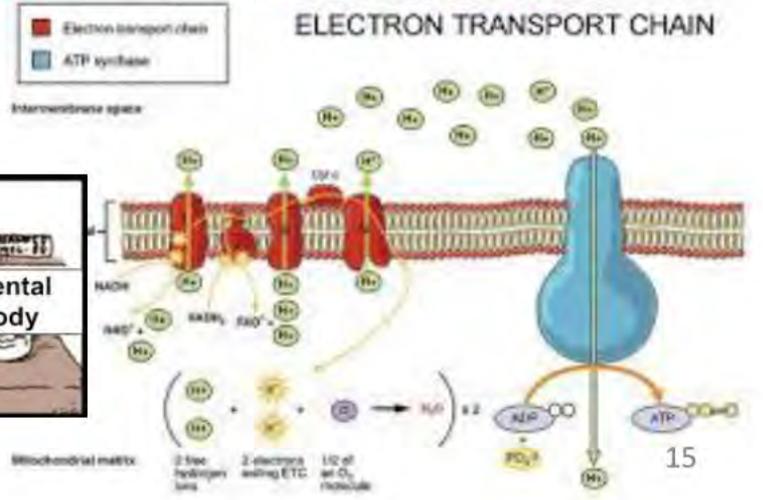
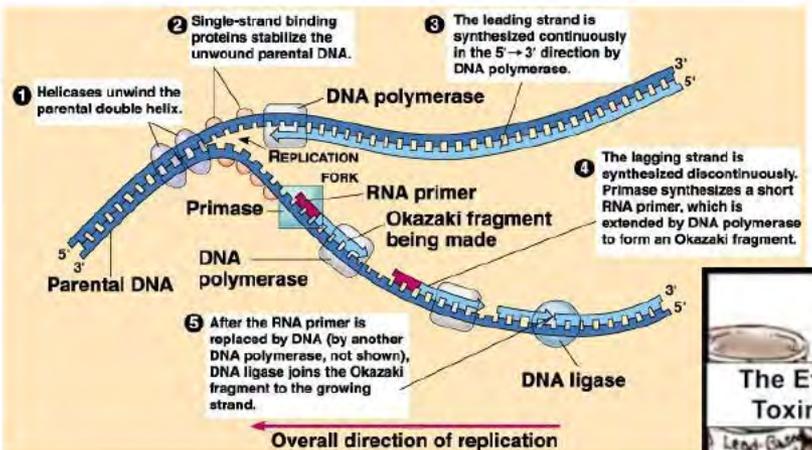
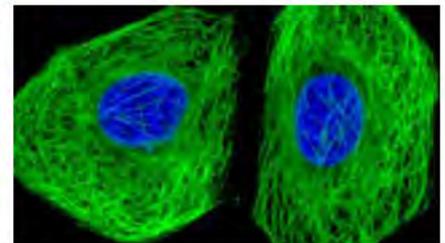
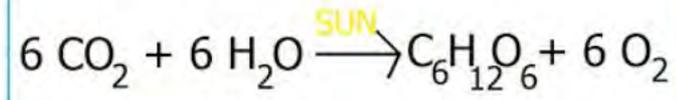
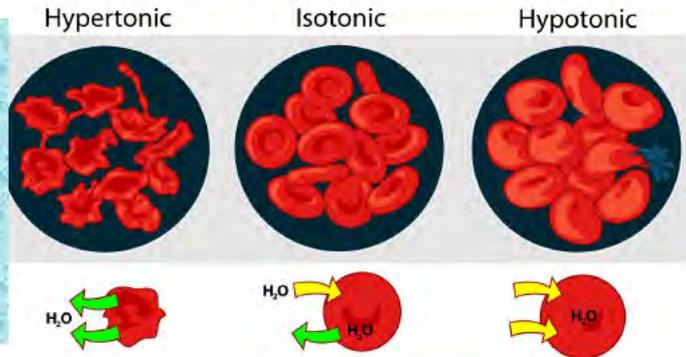
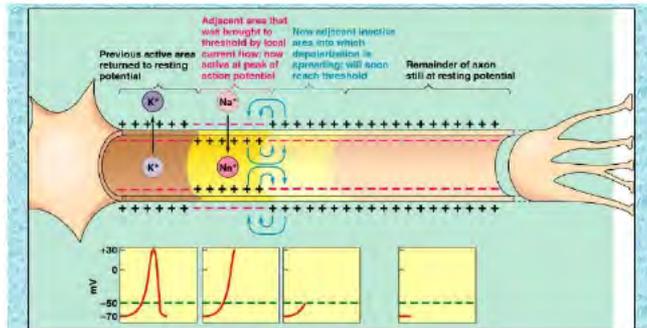
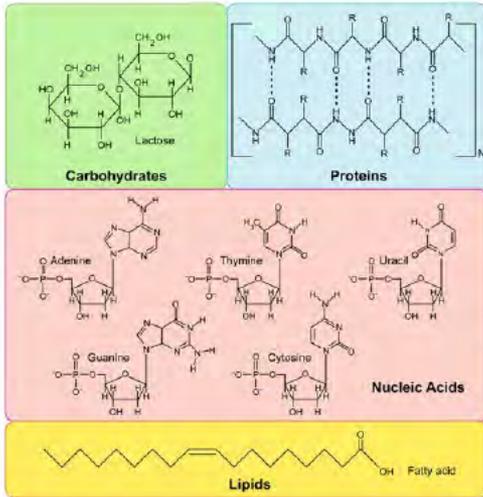
Number of Juniors Enrolled in an Upper Level Science Course Pre and Post PCB



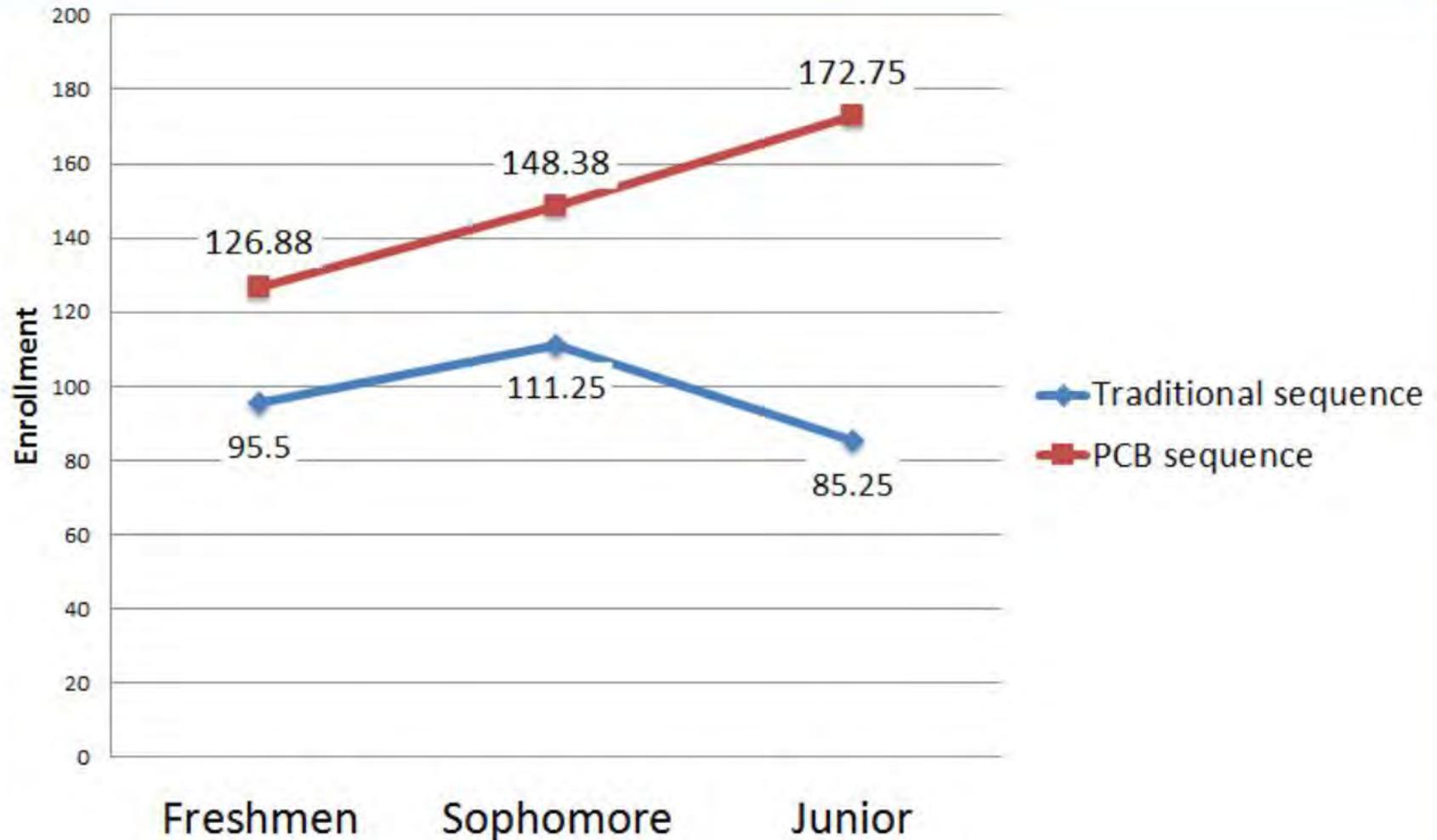
Electrostatics and Force Vectors → Bonding and Molecular Shapes → Biologically Active Molecules



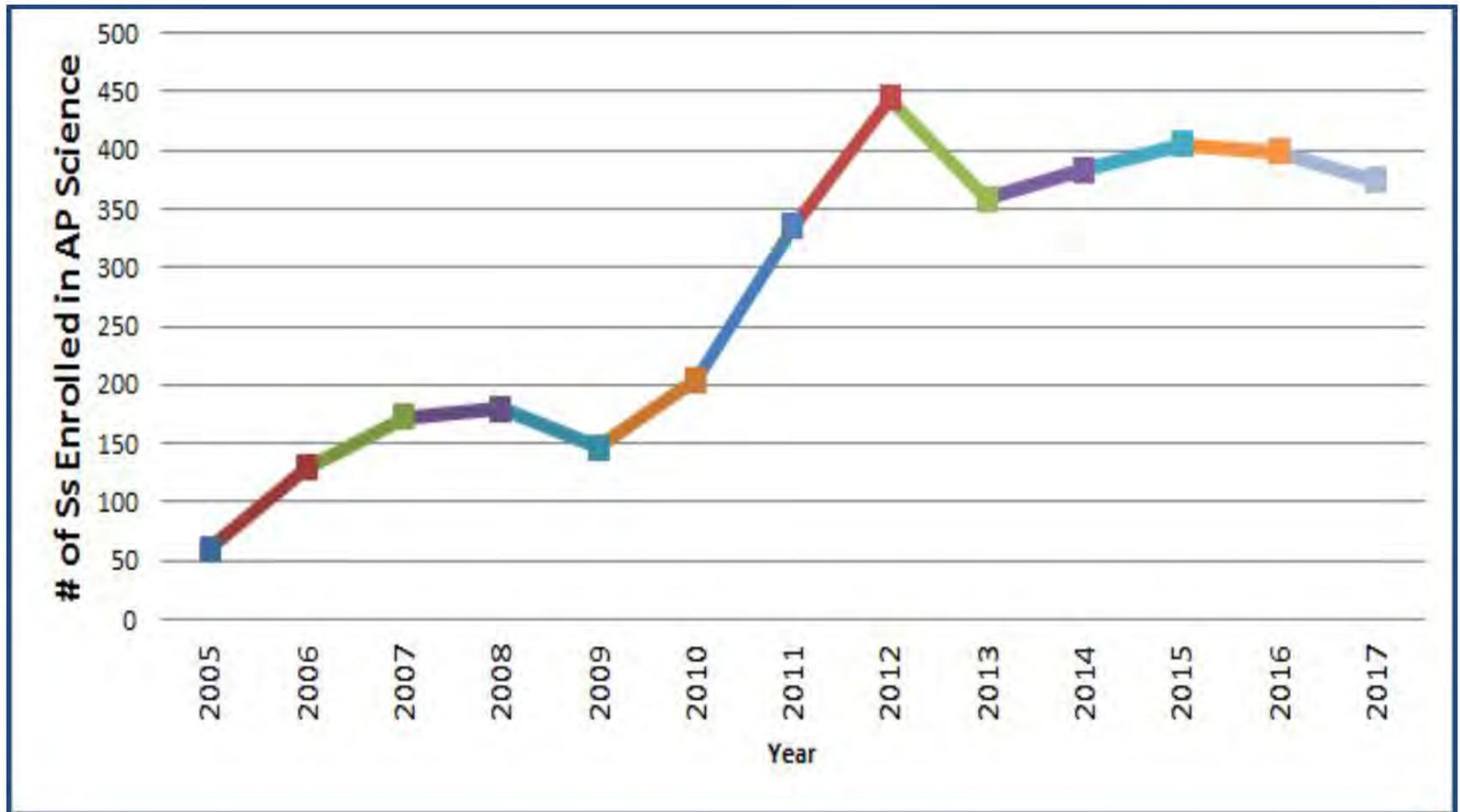
Modern Biology Requires Chemistry



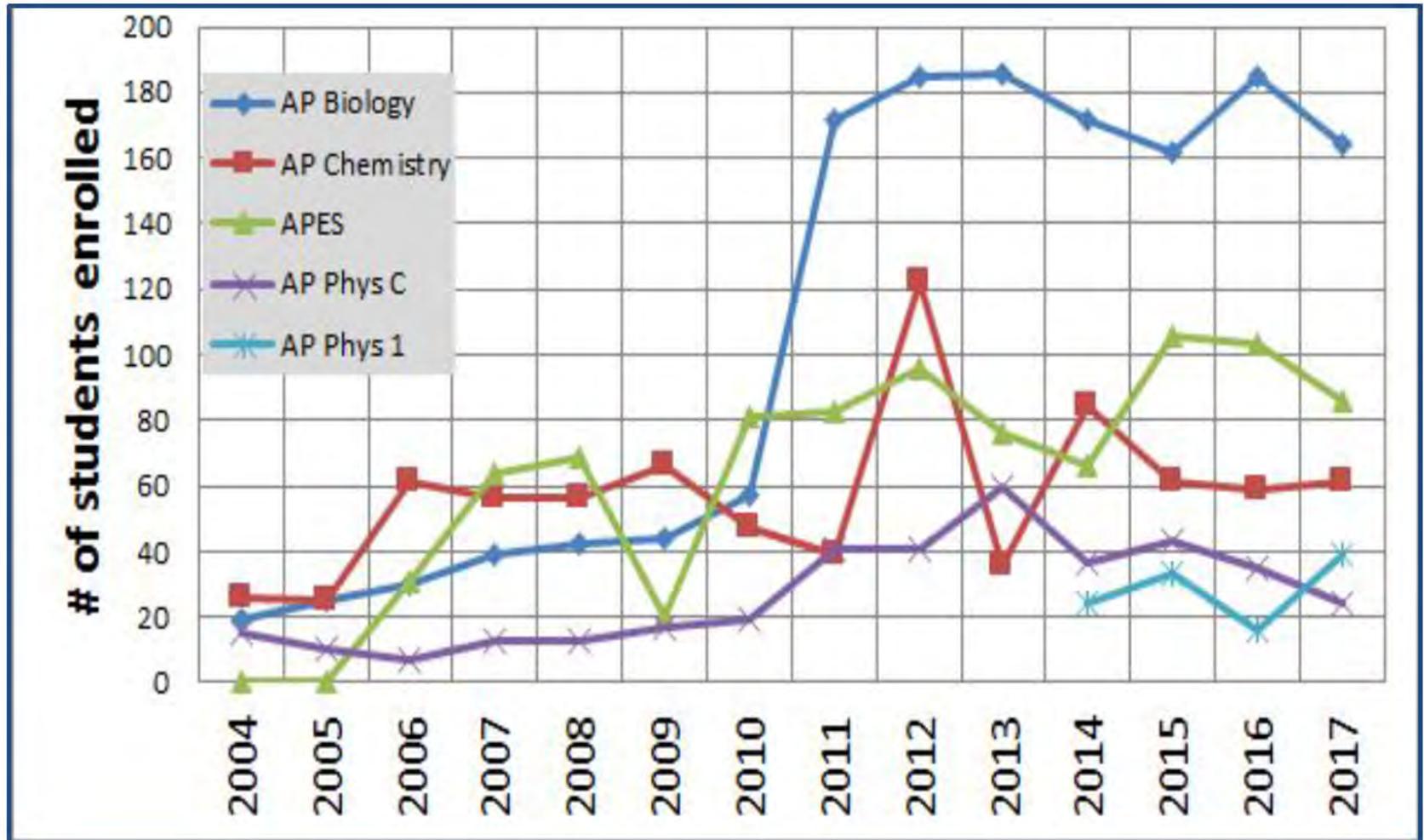
Average Upper Level Science Enrollment



Number of Students Enrolled in an AP Science Course



Enrollment by AP Course

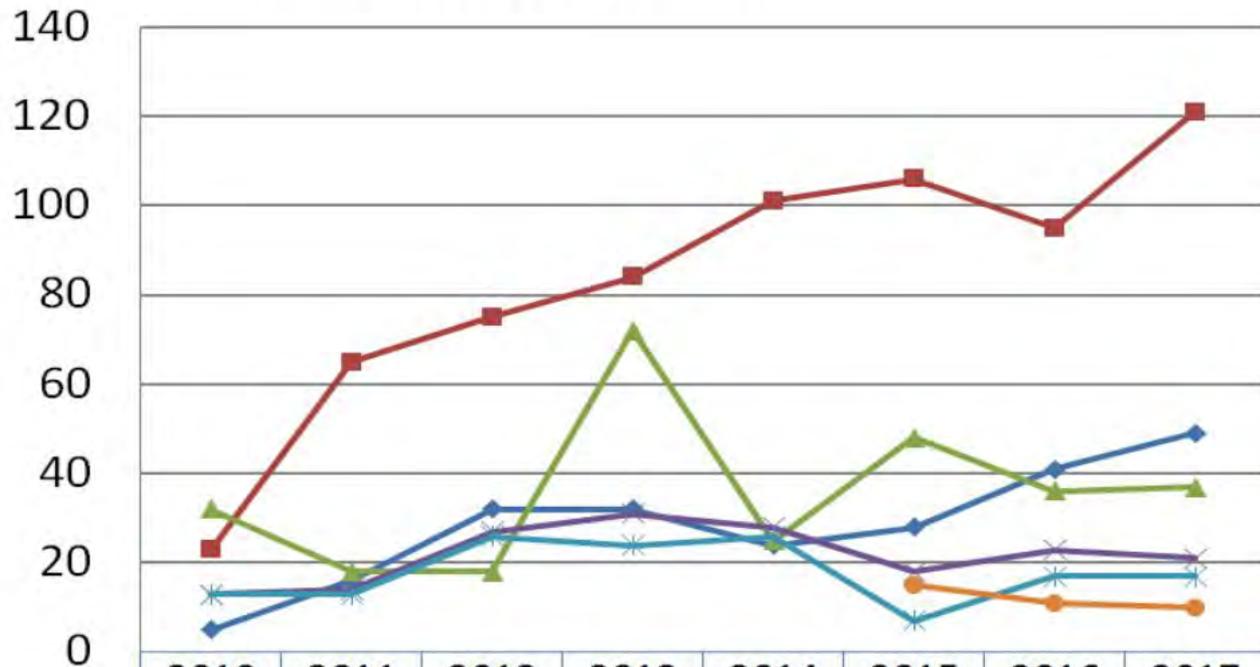


2017 National and HSHS Pass Rate

AP EXAM	National Pass Rate	HSHS Pass Rate
AP Biology	63.8%	74.2%
AP Chemistry	51.0%	86.0%
AP Physics 1 Frosh (n=11; taking Phys H)	41.1%	90.9%
AP Physics (n=17; frosh + seniors)	41.1%	55.6%
AP Physics C Mech	78.6%	78.6%
AP Physics C E&M	68.8%	65.4%
AP Environ Sci	49.4%	60.1%

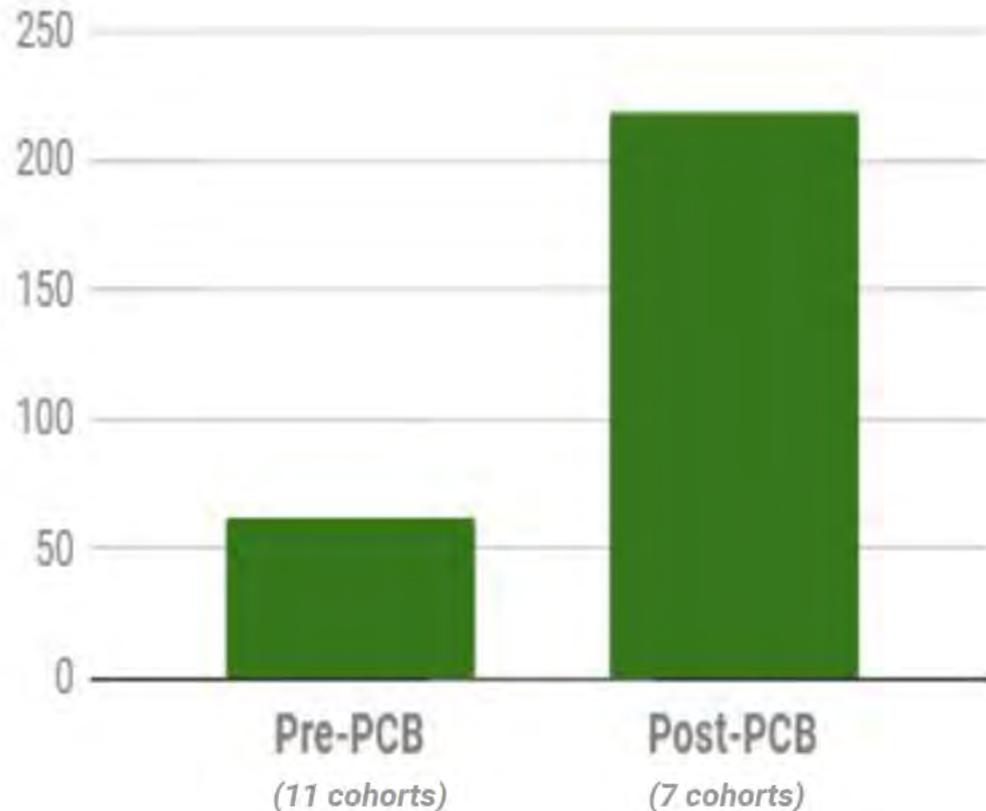
2010 - 2017 HSHS Pass Rate

Number of 3, 4, 5s



	2010	2011	2012	2013	2014	2015	2016	2017
Environmental Sci	5	16	32	32	24	28	41	49
Biology	23	65	75	84	101	106	95	121
Chemistry	32	18	18	72	25	48	36	37
Physics C--Mech	13	14	27	31	28	18	23	21
Physics C--E&M	13	13	26	24	26	7	17	17
Physics 1						15	11	10

Average Number of Students Earning 3, 4, or 5 Pre and Post-PCB



2017 National and HSHS Rate

AP EXAM	National Rate of 5s	HSHS Rate of 5s
AP Biology	6.2%	1.2%
AP Chemistry	9.2%	13.9%
AP Physics 1 Frosh (n=11; taking Phys H)	5.0%	9.1%
AP Physics (n=17; frosh + seniors)	5.0%	5.5%
AP Physics C Mech	34.7%	26.0%
AP Physics C E&M	28.1%	23.1%
AP Environ Sci	9.4%	3.7%

HSHS # of 3s, 4s, & 5s

	2010	2011	2012	2013	2014	2015	2016	2017
APES	5	16	32	32	24	28	41	49
Biology	23	65	75	84	101	106	95	121
Chem	32	18	18	72	25	48	36	37
Physics C--Mech	13	14	27	31	28	18	23	21
Physics C--E&M	13	13	26	24	26	7	17	17
Phys 1						15	11	10

From: Nelson, Faith [<mailto:FNelson@oprfs.org>]

Sent: Monday, April 29, 2019 9:46 AM

To: Gaubatz, Julie <jgaubatz@hinsdale86.org>

Subject: Physics First Sequence

Good Morning,

I am a science teacher at Oak Park and River Forest High School and we are currently evaluating our curriculum and considering physics first for our science sequence. I have been talking with Jill Alexander from Argo High School, and she suggested I contact you. One of the driving factors in our decision making is equity for our students. We currently have some students in physics first sequence and we use the modeling method of teaching for those classes. These classes are not tracked, but we have an earned honors option. We also have a traditional bio first track that has an essential, college prep, and honors track, so our freshmen have four very different options. Our goal is to make the freshmen experience more equitable across the board, and ultimately pick either physics first for everyone or bio first for everyone. I am a strong proponent of physics first and I am working with a few other teachers and administrators to put together an evidence based proposal to support a physics first sequence for all students. In conversations with colleagues there are two main push backs on this change that we are hearing. The first is that physics cannot be taught without students first taking calculus or trigonometry. The second is concern that struggling readers will find physics more difficult than biology.

Any data that you are willing to share from your experience with physics first sequencing at Hinsdale South would be greatly appreciated. Jill mentioned that you have been using physics first for 10 years.

Thank you,
Faith Nelson

Faith Nelson
Biology Teacher
Tau Gamma Co-Sponsor
Oak Park and River Forest High School

From: [Gaubatz, Julie](#)
To: [Canavan, Dylan](#)
Subject: papers :-)
Date: Tuesday, October 29, 2019 11:02:00 AM

Hi Dylan! Here are those two links. 😊

[Science sequence analysis](#)

[Certainty in data](#)

Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*

From: [Gaubatz,Julie](#)
To: [Fornek, Kimberly](#)
Subject: RE: South physics first numbers
Date: Thursday, October 24, 2019 6:04:00 PM

Of course! 😊

Julie Gaubatz
630-468-4500

From: Fornek, Kimberly [mailto:kfornek@pioneerlocal.com]
Sent: Thursday, October 24, 2019 5:11 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Re: South physics first numbers

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Thank you for your prompt response to my question this morning and the clarification.

Kimberly Fornek
The Doings/Pioneer Press
(630) 780-7344

From: "jgaubatz@hinsdale86.org" <jgaubatz@hinsdale86.org>
Date: Thursday, October 24, 2019 at 10:26 AM
To: kfornek Pioneer <kfornek@pioneerlocal.com>, "apokorny@hinsdale86.org" <apokorny@hinsdale86.org>
Cc: "Jasculca,Chris" <cjasculc@hinsdale86.org>
Subject: RE: South physics first numbers

EXTERNAL SOURCE

- In 2008, South initiated a science sequence change with that year's incoming freshmen.
- Using info pulled from the College Board data from 2000-2019, the data indicate that:
 - Prior to South's science sequence change, on average approximately 130 students were enrolled in an AP science course
 - After South's science sequence change, on average approximately 350 students were enrolled in an AP science course
 - Prior to South's science sequence change, on average approximately 70 students earned a 3, 4, or 5 on an AP science exam
 - After South's science sequence change, on average approximately 200 students earned a 3, 4, or 5 on an AP science exam

Julie Gaubatz
630-468-4500

From: Fornek, Kimberly [<mailto:kfornek@pioneerlocal.com>]
Sent: Thursday, October 24, 2019 9:12 AM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>; Pokorny Lyp,Arwen <apokorny@hinsdale86.org>
Cc: Jasculca,Chris <cjasculc@hinsdale86.org>
Subject: South physics first numbers

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Hello,

Following up on my questions at yesterday's board meeting,

102 was the average of the number of students at Hinsdale South from 2000 to 2008 who took an AP science course – OR - who took an AP science TEST?

Same question, for the 330 average number of students at South from 2009 to 2019. Was 330 the average of the students who took an AP science course OR took an AP science TEST?

Kimberly Fornek
The Doings/Pioneer Press
(630) 780-7344

From: [Gaubatz,Julie](#)
To: [Kedrowski,Debra](#)
Cc: [Pokorny Lyp,Arwen](#)
Subject: RE: Data Referenced at BOE Meeting
Date: Thursday, October 24, 2019 10:24:00 AM

Sorry – quick correct in yellow below.

Julie Gaubatz
630-468-4500

From: Gaubatz,Julie
Sent: Thursday, October 24, 2019 10:20 AM
To: Kedrowski,Debra <dkedrows@hinsdale86.org>
Cc: Pokorny Lyp,Arwen <apokorny@hinsdale86.org>
Subject: RE: Data Referenced at BOE Meeting

Hi Deb!

Here is the info from last night:

- In 2008, South initiated a science sequence change with that year’s incoming freshmen.
- Using info pulled from the College Board data from 2000-2019, the data indicate that:
 - Prior to South’s science sequence change, on average approximately 130 students were enrolled in an AP science course
 - After South’s science sequence change, on average approximately 350 students were enrolled in an AP science course
 - Prior to South’s science sequence change, on average approximately 70 students earned a 3, 4, or 5 on an AP science exam
 - After South’s science sequence change, on average approximately 200 students earned a 3, 4, or 5 on an AP science exam

Let me know if you’d like this in a different format or if you need other information.

Julie

Julie Gaubatz
630-468-4500

From: Kedrowski,Debra
Sent: Wednesday, October 23, 2019 8:01 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Data Referenced at BOE Meeting

Julie, would you please share the data points you shared with the Board from your 2000 – 2019 data. I would like to include accurate information in the minutes.

Debra Kedrowski
Administrative Chief of Staff
Hinsdale District 86
630.655.6108

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From: [Gaubatz,Julie](#)
To: [Kedrowski,Debra](#)
Cc: [Pokorny Lyp,Arwen](#)
Subject: RE: Data Referenced at BOE Meeting
Date: Thursday, October 24, 2019 10:20:00 AM

Hi Deb!

Here is the info from last night:

- In 2008, South initiated a science sequence change with that year's incoming freshmen.
- Using info pulled from the College Board data from 2000-2019, the data indicate that:
 - Prior to South's science sequence change, on average approximately 130 students were enrolled in an AP science course
 - After South's science sequence change, on average approximately 390 students were enrolled in an AP science course
 - Prior to South's science sequence change, on average approximately 70 students earned a 3, 4, or 5 on an AP science exam
 - After South's science sequence change, on average approximately 200 students earned a 3, 4, or 5 on an AP science exam

Let me know if you'd like this in a different format or if you need other information.

Julie

Julie Gaubatz
630-468-4500

From: Kedrowski,Debra
Sent: Wednesday, October 23, 2019 8:01 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Data Referenced at BOE Meeting

Julie, would you please share the data points you shared with the Board from your 2000 – 2019 data. I would like to include accurate information in the minutes.

Debra Kedrowski
Administrative Chief of Staff
Hinsdale District 86
630.655.6108

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From: [Baker Carol](#)
To: [Pokorny Lyp Arwen](#)
Cc: [Prentiss Tamara](#)
Subject: Re: 11-8-19 Hornet Happenings Newsletter
Date: Saturday, November 9, 2019 12:50:02 PM

He said he would be there Monday night.

Dr. Carol K Baker
Assistant Superintendent for Academics
Hinsdale Township High School District 86

From: Pokorny Lyp,Arwen <apokorny@hinsdale86.org>
Sent: Saturday, November 9, 2019 12:34:58 PM
To: Baker,Carol <cbaker@hinsdale86.org>
Cc: Prentiss,Tamara <tprentis@hinsdale86.org>
Subject: Re: 11-8-19 Hornet Happenings Newsletter

Yea us!

He could help! He can help by coming to the sessions and sharing supportive information. He can also speak at the BOE meeting.

Arwen

Sent from my iPhone

On Nov 9, 2019, at 11:42 AM, Baker,Carol <cbaker@hinsdale86.org> wrote:

Yes! He called me yesterday as well. He praised our plans to hold the information events about the science sequence and offered his help if we need anything. I think we have won him over!

From: Pokorny Lyp,Arwen <apokorny@hinsdale86.org>
Sent: Saturday, November 9, 2019 10:37 AM
To: Prentiss,Tamara <tprentis@hinsdale86.org>; Baker,Carol <cbaker@hinsdale86.org>
Subject: Fwd: 11-8-19 Hornet Happenings Newsletter

Sharing good news!

Sent from my iPhone

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From: [REDACTED]
Date: November 9, 2019 at 10:33:20 AM CST
To: "Martzolf,Eric" <emartzolf@hinsdale86.org>, "Pokorny Lyp,Arwen" <apokorny@hinsdale86.org>
Subject: **FW: 11-8-19 Hornet Happenings Newsletter**

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HINSDALE SOUTH
High School District 86

[HS Website](#)

[HS Athletic Website](#)

[District Website](#)

Friday, November 8, 2019 HS Hornet Happenings Newsletter

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hallways, the cafeteria, and the gym! You can arrive anytime throughout the day.

I hope everyone has a wonderful weekend.

Yours in #SouthPride,
Arwen Pokorny Lyp
Principal

Reminder:

If you have not completed the 5Essentials survey for this year, please do it now:
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Pictured above are Dr. Kari Peronto, Assistant Principal for Operations, Barbara Alyn Woods, Omowale Casselle and Arwen Pokorny Lyp, Principal.

Mr. Omowale Casselle – Class of 1998
(Harvard-educated engineer and co-founder and CEO of Digital Adventures, an immersion program where students learn to solve difficult problems and positively impact our digitally-driven world)

[Click HERE for additional information on Mr. Omowale K. Casselle](#)

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Thank for your help.

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Help support the H.S. Music Booster Association by visiting Panera Bread. Be sure to bring a copy of the flyer by either printing it [HERE](#) or take a picture of it with your smart phone. If you order online for Rapid Pick-Up or Deliver enter "**REFUND**" as your Promo Code.



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We are excited to share our new Music Dept. Spirit Wear store with you. All purchases support the Hinsdale South Music Boosters and the Music Department. These items will only be available for the next two weeks. This is a great opportunity to buy gifts for your musician or singer. So, get your spirit wear today! The store closes at midnight, Sunday, November 24th.

All orders must be placed online. Apparel will be delivered to the school and then distributed to

students the week of December 16th. If you are buying your spirit wear to give as a gift, please email the Music Boosters at hinsdalesouthmusicboosters@gmail.com and let them know. They will make arrangements to deliver.

Shop our store today and get your order in by clicking:
<https://www.nationalspiritwear.com/your-store>

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McKendree University

10:00 AM

(Students must sign up prior to the visit in the Counseling Office or call 630-468-4252)

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Armed Services Vocational Aptitude Battery Test
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It's not too late to order school portraits!

There's still time to order your school portraits!

Go to iphs.com
 Type in your school name
 Click on School Portraits View & Order
 Enter your students last name and ID number



Just a reminder that it is never too late to view and order your child's school portrait!
 Please click [HERE](#) for important information!

Good News

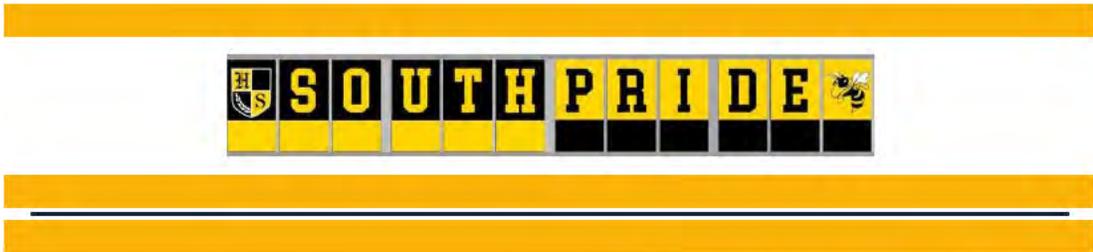
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 The Lady Hornets have qualified individually but never as a team!

The girls finished as the 5th qualifying team last Saturday at the Thornridge Sectional.



- Abby Petersen, Freshman**
Abby lead the way for the team with her All-Sectional 6th place medal finish.
- Elena Garcia, Freshman**
Elana ran an outstanding race to finish 14th place.
- Victoria Cius, Sophomore**
Victoria stepped up and had an outstanding race to bring home a finish in 31st place.
- Ava Berg, Freshman & Olivia Rogers, Sophomore**
Both ladies battled the field together and brought home team finishes of 46th and 47th places.
- Kate Haffner, Sophomore**
Kate rounded out the team finishers with her 60th place finish to help the Hornets to this 1st ever TEAM STATE MEET COMPETITION!



Congratulations Math Team

Nice job Hornet Math Team!

1st place Oralists
 Habib Rehman & Elijah John

The following all placed in the top 10



on their individual event

- Rohan Jain
- Anastasia Galinski
- Mitchell Hanson
- Alec Andrulis
- Benny Metzger
- Habib Rehman

Congratulations Girls' Swim Team

The Girls' Swim Team finished 4th in the West Suburban Conference Meet at Downers Grove High School last Friday and will head to the Sectional Meet in two weeks. The girls swam well with 98% personal best swims.



Katherine Carder (on the right)
Katherine was recognized for the West Suburban Gold Division Girls Swimming / Diving "All-Academic Team"
500 Free Style - Lifetime Best

Gabby Luna (on the left)
500 Free Style - Lifetime Best



Caraline Custardo (on the right)
Caraline brought home a gold medal for her 1st place finish in the Diving Event

Julia Banka (on the left)
4th place finish in the Diving Event and received an All Conference recognition



Lily Yurkovich



Lexi Smith
4th Place 200 IM



Ella Hardman

5th Place - 100 Free Style
All Conference

All Conference

6th Place 50 Free Style
All Conference



Gabby Luna
100 Free Style
Season Best Time by 7
seconds



**Best of Luck at the
State Meet
Hornet Lady
Swimmers!**



**Lily Yurkovich, Lexi Smith,
Bryn Larson and Ella
Hardman**
3rd Place 400 Relay Free
Style
All Conference

Great Job Students & Staff

The Yarning Club is keeping us in the "loop"

The Yarning Club taught students and employees how to make finger knitted pumpkins. Some of the pumpkins will be given as gifts to Moms, Grandmothers and others to enjoy on Thanksgiving day.



Someone You Should Know

James Piscu

Notable Staff of the Week

Department

Deaf and Hard of Hearing

Position

Teacher

Years as a Hornet

1st Year



What Makes Him Notable

James is the newest teacher in our DHH program. He moved here from St. Louis to join our team.

Favorite Thing About Having South Pride

The DHH department, of course! Otherwise, I am impressed by the school's effort to promote social awareness and interpersonal relationships which are essential to everyone's holistic development.

Fun Personal Fact

I am ambidextrous. I can also write forward and backward. I once bumped into Dustin Diamond (Screech from Saved by the Bell) atop Chichen Itza.



South Pride

Athletes of the Week

Presented by Zazzo's Pizza and The Athletic Club

Congratulation Athletes for the Week of October 28TH





Girls Cross Country Team **Girls Cross Country**

Congratulations to our Athletes of the Week the Girls Cross Country team! The 2019 Girls Cross Country team became the first TEAM EVER to qualify for the State Meet!! At the Thornridge Sectional meet on Saturday the girls team finished as the 5th qualifying team to compete at the State meet in Peoria this coming Saturday. Freshman, Abby Petersen lead the way for the team with her ALL-SECTIONAL 6th place medal finish. Freshman, Elena Garcia ran an outstanding race to finish 14th. Sophomore Victoria Cius stepped up and had an outstanding race to bring home a finish in 31st place. Freshman, Ava Berg and Sophomore, Olivia Rogers battled the field together and brought home team finishes of 46 and 47th places. Sophomore, Kate Haffner rounded out the team finishers with her 60th place finish to help the Hornets to this 1st ever- TEAM State meet competition.

Congrats girls!!
Good luck at the State meet!



Julian Watson **Boys Cross Country**

Congratulations to our Athlete of the Week Julian Watson. Julian has continued his dominating season by winning the individual championship at both the Regional and Sectional meets after a runner-up finish at Conference. He is the 3rd Sectional champion in school history, joining All-Staters Eddie Slowikowski and Charlie Nodis in this exclusive club. He and senior Nick Beronio will be representing the Hornets this weekend as individual qualifiers for the State Cross Country meet at Detweiller Park in Peoria.

Congrats Julian!
Good luck at the State meet!!



South Pride

Athletic Information

Click on any of the links below

Athletic Results from
10/28 - 11/03/2019

Athletic Calendar for
Sporting Events

Archived Athletes
of the Week

Events held at Hinsdale South from
11/8 - 11/16/2019

Hinsdale South Athletic Club

HINSDALE SOUTH WINTER SPORTS ONLINE REGISTRATION NOW OPEN

Click [HERE](#) to register

ALL ATHLETES MUST HAVE A CURRENT ATHLETIC PHYSICAL ON FILE
IN ORDER TO PARTICIPATE / TRY OUT FOR ANY WINTER SPORT

Click [HERE](#) for the Athletic Physical Form

Upcoming School Events

Monday, November 11

LATE START

Classes begin at 8:50 am

Wednesday, November 13

8th Grade Band Festival

AND

Hinsdale South Music Boosters Fundraiser

Panera Bread

7165 Kingery Highway - Willowbrook

Thursday, November 14

Parent Visitation Day at Hinsdale South

Beginning 8:00 am

AND

Board Meeting - Committee of the Whole

6:00 pm - Hinsdale Central

Thursday, November 14, 2019 to Midnight November 24th

Music Boosters Spirit Wear Sale

Saturday, November 16

IMEA Jazz Festival

Monday, November 18

LATE START

Classes begin at 8:50 am

Monday, November 18 to Friday, November 22
American Education Week

Wednesday, November 20

Fall Athletic Awards
7 pm

Friday, November 22

Coffee & Career Day - Allied Health Information

Saturday, November 23

IMEA ALL District Band/Choir/Orchestra Festival

Monday, November 25

REGULAR START DAY

Classes begin at 8:00 am

AND

Board Meeting - Regular Action Meeting
6:00 pm - Hinsdale Central

Tuesday, November 26

ASVAB Testing
7:45 am - Little Theatre

Wednesday, November 27

Thursday, November 28

Friday, November 29

NO SCHOOL

Thanksgiving Holiday

Monday, December 2

LATE START

Classes begin at 8:50 am

[HS Facebook](#)

[HS Twitter](#)

[HS YouTube](#)

Hinsdale South High School
7401 South Clarendon Hills Road • Darien, IL 60561
Phone: (630) 468-4000

Hinsdale South High School | 7401 Clarendon Hills Rd, Darien, IL 60561

[Unsubscribe](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by mkucera@hinsdale86.org

From: [Baker,Carol](#)
To: [Pokorny Lyp,Arwen](#); [Prentiss,Tamara](#)
Subject: RE: 11-8-19 Hornet Happenings Newsletter
Date: Saturday, November 9, 2019 11:42:00 AM

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Sent: Friday, November 8, 2019 3:28 PM
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HINSDALE SOUTH
High School District 86

Friday, November 8, 2019

HS Hornet Happenings Newsletter

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1st place Oralists

Habib Rehman & Elijah John

The following all placed in the top 10 on their individual event

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Anastasia Galinski

Mitchell Hanson

Alec Andrulis

Benny Metzger

Habib Rehman



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 Katherine was recognized for the West
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 500 Free Style - Lifetime Best

Gabby Luna (on the left)
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 5th Place - 100 Free Style
 All Conference



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Ella Hardman
 6th Place 50 Free Style
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 Season Best Time by 7
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**Best of Luck at the
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 Hornet Lady
 Swimmers!**



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 3rd Place 400 Relay Free
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Position

Teacher

Years as a Hornet

1st Year

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Athletes of the Week

Presented by Zazzo's Pizza and The Athletic Club

Congratulation Athletes for the Week of October 28TH



Girls Cross Country Team **Girls Cross Country**

Congratulations to our Athletes of the Week the Girls Cross Country team! The 2019 Girls Cross Country team became the first TEAM EVER to qualify for the State Meet!! At the Thornridge Sectional meet on Saturday the girls team finished as the 5th qualifying team to compete at the State meet in Peoria this coming Saturday. Freshman, Abby Petersen lead the way for the team with her ALL-SECTIONAL 6th place medal finish. Freshman, Elena Garcia ran an outstanding race to finish 14th. Sophomore Victoria Cius stepped up and had an outstanding race to bring home a finish in 31st place. Freshman, Ava Berg and Sophomore, Olivia Rogers battled the field together and brought home team finishes of 46 and 47th places. Sophomore, Kate Haffner rounded out the team finishers with her 60th place finish to



Julian Watson **Boys Cross Country**

Congratulations to our Athlete of the Week Julian Watson. Julian has continued his dominating season by winning the individual championship at both the Regional and Sectional meets after a runner-up finish at Conference. He is the 3rd Sectional champion in school history, joining All-Staters Eddie Slowikowski and Charlie Nodus in this exclusive club. He and senior Nick Beronio will be representing the Hornets this weekend as individual qualifiers for the State Cross Country meet at Detweiller Park in Peoria.

Congrats Julian!
Good luck at the State meet!!

help the Hornets to this 1st ever- TEAM State meet competition.

Congrats girls!!
Good luck at the State meet!



South Pride

Athletic Information

Click on any of the links below

Athletic Results from
10/28 - 11/03/2019

Athletic Calendar for
Sporting Events

Archived Athletes
of the Week

Events held at Hinsdale South from
11/8 - 11/16/2019

Hinsdale South Athletic Club

HINSDALE SOUTH WINTER SPORTS ONLINE REGISTRATION NOW OPEN

Click **HERE** to register

ALL ATHLETES MUST HAVE A CURRENT ATHLETIC PHYSICAL ON FILE
IN ORDER TO PARTICIPATE / TRY OUT FOR ANY WINTER SPORT

Click **HERE** for the Athletic Physical Form

Upcoming School Events

Monday, November 11

LATE START

Classes begin at 8:50 am

Wednesday, November 13

8th Grade Band Festival

AND

Hinsdale South Music Boosters Fundraiser

Panera Bread

7165 Kingery Highway - Willowbrook

Thursday, November 14

Parent Visitation Day at Hinsdale South
Beginning 8:00 am

AND

Board Meeting - Committee of the Whole
6:00 pm - Hinsdale Central

Thursday, November 14, 2019 to Midnight November 24th

Music Boosters Spirit Wear Sale

Saturday, November 16

IMEA Jazz Festival

Monday, November 18

LATE START

Classes begin at 8:50 am

Monday, November 18 to Friday, November 22

American Education Week

Wednesday, November 20

Fall Athletic Awards

7 pm

Friday, November 22

Coffee & Career Day - Allied Health Information

Saturday, November 23

IMEA ALL District Band/Choir/Orchestra Festival

Monday, November 25

REGULAR START DAY

Classes begin at 8:00 am

AND

Board Meeting - Regular Action Meeting
6:00 pm - Hinsdale Central

Tuesday, November 26

ASVAB Testing
7:45 am - Little Theatre

Wednesday, November 27

Thursday, November 28

Friday, November 29

NO SCHOOL

Thanksgiving Holiday

Monday, December 2

LATE START

Classes begin at 8:50 am

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[HS Twitter](#)

[HS YouTube](#)

[Hinsdale South High School](#)

7401 South Clarendon Hills Road • Darien, IL 60561

Phone: (630) 468-4000

Hinsdale South High School | 7401 Clarendon Hills Rd, Darien, IL 60561

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Sent by mkucera@hinsdale86.org

From: [Prentiss, Tamara](#)
To: [Walsh, William](#); [Pokorny, Lyp, Arwen](#)
Subject: Fwd: Nerd Alert: Me
Date: Friday, November 15, 2019 1:11:22 PM

Good stuff!

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: "Hanson, Cynthia" <chanson@hinsdale86.org>
Date: November 15, 2019 at 12:34:06 PM CST
To: BOE <boe@hinsdale86.org>
Subject: Nerd Alert: Me

Hello all,

FYI only:

I thought I would pass along a few interesting articles on curriculum alignment that I came across in my reading up. In addition to the specific Science sequence questions, sometimes I get folks questioning why we are even aligning anything between our two schools, (nothing's broken-why fix it?). I've been trying to convey the benefits for everyone when curriculum is aligned-the abundance mindset model. Of course it seems like none of the hyperlinks work, so best to cut & paste.

Definition of alignment as it relates at different levels of education
<https://www.edglossary.org/alignment/>

An article from the former Curriculum Director at Indian Prairie SD 204, 4th largest district in the state next to CPS, SD U-46 & Rockford 205. High schools are Matea Valley, Neuqua and Waubensee Valley, plus they have the middle and elementary schools in the same district. They've aligned their curriculum with 30,000 students and 31 different buildings.
<https://www.rubicon.com/aligned-curriculum-and-assessment-support-student-success/>

I don't think we have curricular chaos, but interesting perspective and validity for starting with grading philosophy.
<https://schoolleadersnow.weareteachers.com/avoid-curricular-chaos/>

I like the 7 key features of a curriculum explained here. All we hearing is concern about AP score output, I find it comforting to visit the broader purpose of strong, standard-aligned curriculum and why it matters. For the teachers angry about

change, I would like to think they could see how this will ultimately support them.
<https://achievethecore.org/aligned/supporting-excellence-real-support-for-teachers-starts-with-the-districts-curriculum/>

TGIF!

Cynthia

Cynthia Hanson
Board Member
Hinsdale TWP High School District 86

From: [Gaubatz,Julie](#)
To: [Lapetino,David](#)
Subject: RE: Board Meetings
Date: Friday, September 21, 2018 2:10:00 PM
Attachments: [image001.png](#)

OK, thanks!!!!

Julie Gaubatz
630-468-4500

From: Lapetino,David
Sent: Friday, September 21, 2018 2:09 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Board Meetings

Hi, Julie –

I found the Curriculum and Instruction presentation calendar for the year, and there's nothing on there regarding the science sequence.

Under the "proposed" section for May 2019, there's a reference to a STEM topic presentation, which has you, Lisa, Matt Swedko, and John Madden listed as potential presenters (along with Carol) ... but my understanding is that these are not yet decided upon.

Does that help?

Dave



Hinsdale Township District 86
630-468-4510

From: [Gaubatz Julie](#)
To: [Vonnahme Kurt](#)
Subject: RE: frosh math courses
Date: Friday, May 31, 2019 9:29:00 AM
Attachments: [image001.png](#)

Excellent! Thanks!

Julie Gaubatz
630-468-4500

From: Vonnahme, Kurt
Sent: Friday, May 31, 2019 9:26 AM
To: Gaubatz, Julie <jgaubatz@hinsdale86.org>
Subject: RE: frosh math courses

For the Class of 2023, it's roughly:

Algebra 1 – 40%
Geometry Reg – 15%
Geometry Honors – 18%
Integrated Alg/Geo – 10%
Alg 2/Trig Honors or above – 18%

Kurt Vonnahme
Hinsdale Central High School
Math Department Chair
kvonnahm@hinsdale86.org
630-570-8420

From: Gaubatz, Julie
Sent: Friday, May 31, 2019 8:47 AM
To: Vonnahme, Kurt <kvonnahm@hinsdale86.org>
Subject: RE: frosh math courses

Thanks!

Do you have a general idea of the percent of frosh in Alg I, Geometry, Geometry Honors?

Julie Gaubatz
630-468-4500

From: Vonnahme, Kurt
Sent: Friday, May 31, 2019 8:38 AM
To: Sancken, Kerin <ksancken@hinsdale86.org>; Gaubatz, Julie <jgaubatz@hinsdale86.org>
Subject: RE: frosh math courses

Here is our typical sequence chart. Recall that for us, Integrated is for students who have already taken Alg 1 and Geometry. We do allow 9th graders in Geo Reg, but like South, we don't put 9th graders in Alg 2 Reg. 😊

Junior year is ideal preparation for college standardized testing.

Typical Sequences (shown below)			
Freshman	Sophomore	Junior	Senior
Algebra 2/Trig Honors	Pre-Calculus Honors <i>and/or</i> AP Statistics	AP Calculus BC <i>and/or</i> AP Statistics	Multivariable Calculus <i>and/or</i> AP Statistics
Integrated Algebra and Geo. Honors	Algebra 2/Trig Honors	Pre-Calculus Honors <i>and/or</i> AP Statistics	AP Calculus BC <i>and/or</i> AP Statistics
Geometry Honors	Algebra 2/Trig Honors	Pre-Calculus Honors <i>and/or</i> AP Statistics	AP Calculus BC <i>and/or</i> AP Statistics
Geometry	Algebra 2 Trig	Pre-Calculus <i>and/or</i> AP Statistics	AP Calculus AB <i>or</i> Intro to Calculus <i>and/or</i> Intro to Statistics <i>and/or</i> College Prep Math <i>and/or</i> AP Statistics
Algebra I	Geometry (3261) <i>and</i> Algebra 2 Trig (3362)	Pre-Calculus	AP Calculus AB <i>or</i> Intro to Calculus <i>and/or</i> Intro to Statistics <i>and/or</i> College Prep Math <i>and/or</i> AP Statistics
Algebra I	Geometry	Algebra 2 Trig	Pre-Calculus <i>or</i> Intro to Statistics <i>and/or</i> College Preparatory Mathematics
Algebra I Part 1	Algebra I (3141G) <i>and</i> Geometry (3232G)	Algebra 2 Trig (3300G)	Intro to Statistics I <i>and</i> College Preparatory Mathematics
Algebra I Part 1	Algebra I Part 2 (3100G)	Geometry (3200G)	Algebra 2 Trigonometry (3300G)

*AP Computer Science Principles is available for students who have completed Algebra I and AP Computer Science A is available

Kurt Vonnahme
Hinsdale Central High School
Math Department Chair
kvonnahm@hinsdale86.org
630-570-8420

From: Sancken, Kerin
Sent: Friday, May 31, 2019 8:30 AM
To: Gaubatz, Julie <jgaubatz@hinsdale86.org>; Vonnahme, Kurt <kvonnahm@hinsdale86.org>
Subject: RE: frosh math courses

For South it is currently:

Algebra (either solo or with the AR support class
Integrated Honors
Geometry Honors
Algebra 2 Trig Honors
Higher honors classes if they apply

South kids are not currently recommended for regular Geometry or regular Algebra 2. Those kids are funneled to integrated.

Kerin Sancken
Mathematics Department Chair
Hinsdale South High School
7401 S. Clarendon Hills Rd. Darien, IL 60561

630-468-4420
<https://sites.google.com/a/hinsdale86.org/ksancken/home>

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From: Gaubatz,Julie

Sent: Friday, May 31, 2019 8:16 AM

To: Vonnahme,Kurt <kvonnahm@hinsdale86.org>; Sancken,Kerin <ksancken@hinsdale86.org>

Subject: frosh math courses

Hi Kerin and Kurt

We're in a science sequence meeting, and we'd like to know what frosh can take for math...

We think it's:

- Lower maths
- Alg I – regular (not honors?)
- Geometry – honors (not regular?)
- Alg II/Trig – honors (not regular?)
- Higher maths

Thanks!

Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*

From: [May,Julie](#)
To: [Hurt,Jessica](#)
Subject: RE: Science sequence for G-Level students in the 2020-2021 school year
Date: Tuesday, November 26, 2019 8:06:00 AM

She is correct. For students who are not yet in Algebra, they will not have four sciences in three years, but three sciences in three years. It appears her [REDACTED] will be in Concepts of Algebra/Geometry.

Julie May
Science Department Chair
Hinsdale Central High School

From: Hurt,Jessica
Sent: Monday, November 25, 2019 7:36 PM
To: May,Julie <jmay@hinsdale86.org>
Subject: Fwd: Science sequence for G-Level students in the 2020-2021 school year

Begin forwarded message:

From: [REDACTED]
Date: November 25, 2019 at 7:04:27 PM CST
To: BOE <boe@hinsdale86.org>, "Prentiss,Tamara" <tprentis@hinsdale86.org>, "Jasculca,Chris" <cjasculc@hinsdale86.org>, "Ellexson,Andrea" <aellexso@hinsdale86.org>, "Verthein,Bradley" <bverthei@hinsdale86.org>, "Hurt,Jessica" <jhurt@hinsdale86.org>
Subject: Science sequence for G-Level students in the 2020-2021 school year

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Dear All,

Just a question to maybe clarify to the general public not necessary to do so to me individually, (not a rush as I know you are all busy and we are in the middle of the BOE meeting) - [REDACTED] and I, along many other parents of students with learning challenges, may have misunderstood this point from the meetings and presentation that we have attended regarding the D86 Science Sequence, the students who would have been tracked into the G-Level science class. I thought I understood that we do not have the option to choose to stay with what is currently the science sequence for G-Level students or to choose to go with the new sequence as Ms. Hanson just stated all incoming eighth graders do next year?

I thought I had heard that students with lower math MAP scores were to be hard tracked into the following vertical sequence did I completely misunderstand this

point? This would not expose these students to all four science subjects in their first three years as Ms. Baker just stated is the goal of this new Science Sequence?

I could have absolutely missed the true point as science curriculum is not my background nor career focus, just a Mom trying to figure this out for my [REDACTED] whose D86 Transition Meeting is next Wednesday, December 4th?

Is this the new science track for students with lower MAP math scores?

Earth Science - freshman year

Physics in the Universe - sophomore year

Chemistry - junior year

Biology - senior year

Do the students who would have been tracked into G-level biology as freshmen in 2020-2021, now need to take four years of science in order to get to take biology? Am I misunderstanding this? Is there a way for my incoming freshman to take G-Level biology in 2020-2021?

[cid:F58F7A39-BAA6-4A22-9E7A-C7244D8322DF-L0-001]

Wishing you well ,

[REDACTED]

[REDACTED]

Thanks.

Nancy

Board Member
HTHS D86

From: [REDACTED]
Sent: Wednesday, November 6, 2019 11:39 AM
To: BOE <boe@hinsdale86.org>
Subject: Curriculum Changes

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Hi all!

I am writing because I do not support accelerating all students: while it sounds good anecdotally, there is no data to support the science curriculum change or the elimination of G level courses. I do not know where you were when D181 rolled out Learning for All, but its impact was devastating. Learning for all was Learning for none. Its great to say the upper students can help their peers, but with the material that needs to be covered that I impossible - and that is what the data in D181 showed. Any shift in curriculum must be attached to solid data from similar districts, I found none for Physics First. So the only data compares Hinsdale Central and Hinsdale South, which make me offensive:

- Central (Bio First) outperforms South (Physics First) on the IL Science Assessment taken after Biology. Central takes Bio frosh/soph year, and South takes Bio Junior year so their is added maturity.
- More students at Central take 4 years of science than South so it won't improve participation.
- Central (Bio First) outperforms South (Physics First) on AP Science exams. AP Test scores show accelerating more students actually hurts the outcomes for the highest achievers, because the courses are water down. South's success on AP Science exams dropped when they implemented Physics First. The data also shows that a few more students at Central could be accelerated.
- AP Biology: 70% Central students vs 22% South students taking the exam get 4s or 5s. That suggests you need a high school biology class before a college biology class. Please look at the textbook Campbells Biology - it is designed for Pre-Med students, not high school students.
- AP Physics 1, which D86 is eliminating: 53% Central students vs. 5% South students taking the exam get 4s or 5s. That suggests that the Physics First class actually negatively impacts success in real physics.
- AP Chemistry: 80% Central students vs 51% South students taking the exam get 4s or 5s. That suggests that accelerating more students actually leads to holes in their science

education

- Physics in the Universe is not what South teaches now - and South's Honors Physics will not be the honors track.
- Looking at the populations, they are not the same!
 - Calculus: 14% Central and 5% South
 - Physics with Math: 21% Central v 5% South
- The impact of Physics First as curriculum alignment disproportionately hurts Hinsdale Central. Eliminating AP Physics 1 removes a course taken by 151 students at Central and 19 students at South. Eliminating Biology Honors removes a course taken by 82 Central Students and Earth Science Honors removes another course taken by 55 students. These classes successfully prepare Hinsdale Central students for STEM careers,
- Teachers at Hinsdale Central will need to be certified to teach Physics First, a physics class without high-level math.

The data does not support the claims that Physics First improves science outcomes and leads more students to STEM careers. The data shows that accelerating student without the proper foundation decreases success further down the line. It is a dangerous precedent to accelerate all students who complete grade level math in science. Many of those students are currently placed in G level and that is a 2-tier jump.

Looking at our peer districts no one is doing the Physics First sequence with Physics in the Universe. That program is in the pilot mode in California, and parents are petitioning to stop it there. Looking at the sequence, it resembles the d181 General Science with Bio 6th, Physics, 7th and Chem 8th. California implemented a similar program with no materials, and just completed a textbook review of just physics and found 80 factual errors. This sounds so much like the failed D181 math pilot that it is scary.

As we learned from Learning for All, accelerating everyone does significant damage for all. Unfortunately, it hurts the students who struggle the most – they don't ask the questions, because they don't want to look different. Pushed into a regular class with peers who don't struggle magnifies their differences and they become invisible. Given a parallel intervention, like South uses for Algebra, a students would have to identify what they don't understand, write it down, then ask that question in the later in the day in the intervention. In G level, in a class with peers with similar questions, their questions can be addressed so that everyone moves while building a strong foundation. These students also lose the opportunity to pursue a passion, because the intervention replaces an elective. There is nothing harder than going to school to work on the things you struggle with. [REDACTED] I beg you to rethink the elimination of G level. Yes, there is room for improvement by identifying learning strengths in order to teach students to use their strengths to boost their weaknesses. D86 inherit a lot of students whose needs were not met in D181. One year of solid intervention can change their lives.

On average 25% students nationwide are in honors classes and 25% receive additional support – that leaves 50% in the middle. Still, D86 proposes anyone who completed 8th grade grade level math qualifies for Honors - essentially creating an Honors track and a Remedial track. Students who struggle fail to get the help they need, and students who should be in Honors are not challenges, because accelerating students not at their level diminished their opportunity to learn.

I have dedicated tons of hours to reviewing data. When I met with Jessica Hurt, when I told her 388 students at Hinsdale Central are taking Algebra she told me I was wrong, that it was closer to 100 students. Then she did the math and told me I was correct. I appreciate your volunteering for the BOE, but with that comes a responsibility. You should have as many questions as I do, but unfortunately, only Kieth Chval cared enough to ask what data supported the proposal – if Physics First will really improve outcomes for Central.

It isn't too late to ask questions - maybe to say we made a mistake. I miss the days when the BOE responded to e-mails. The only response I received was a scathing attack by Kevin Camden during the meeting. You have to serve the students who are in the school, and Central and South have different students.



From: [May,Julie](#)
To: [Chval,Keith](#)
Subject: RE: Concerns about changes in the science curriculum at Hinsdale Central
Date: Tuesday, October 29, 2019 10:02:00 AM

Here is something we have been working on in general, and this might be useful for your own knowledge. I believe Tammy is planning to respond, but I could be mistaken. The summary is that these will be real physics classes that use real math. 😊

Will these physics classes be “physical science,” “conceptual physics” or “physics classes”?

These classes will be physics classes that are algebra-based with physics problem-solving. While some of the course will make room for relevant earth science topics, the courses will be aligned with the AP Physics C curriculum to ensure students are ready to take AP Physics if they desire. Both regular and honors physics will include using algebra and problem-solving. The difference is that in Honors Physics, students will already have mastered Algebra 1, so students will be ready to engage with using algebra from the first day of class. In regular-level Physics, students will be learning Algebra 1 at the same time, so the physics and algebra will complement each other as the students engage in algebra-based physics and problem-solving.

*Julie May
Science Department Chair
Hinsdale Central High School*

From: Chval,Keith
Sent: Tuesday, October 29, 2019 8:52 AM
To: May,Julie <jmay@hinsdale86.org>
Subject: Fw: Concerns about changes in the science curriculum at Hinsdale Central

fyi; interested in any thoughts you may have

Keith Chval, Member
District 86 Board of Education

From: [REDACTED]
Sent: Sunday, October 27, 2019 9:47:44 AM
To: Hanson,Cynthia <chanson@hinsdale86.org>
Cc: [REDACTED]; BOE <boe@hinsdale86.org>
Subject: Re: Concerns about changes in the science curriculum at Hinsdale Central

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Dear Mrs. Hanson,

My name is [REDACTED] and as my [REDACTED] mentioned in [REDACTED] letter am a Clarendon Hills resident, supported your referendum all 3 times, and have taught Physics for 45 years including AP Physics C (that is the Calculus based course and the only one that universities will accept for credit for students of Engineering, Physics, Chemistry, and certain other fields). I have had experience with colleagues of mine who have been asked to implement Physics First. Some were positive and some were negative.

The negative experiences involve several schools that implemented Physics One using Paul Hewitt's "Conceptual Physics" with very little problem solving. The end result was that AP Physics C was eliminated from the curriculum with an optional Honors Physics offered in senior year with the possibility of taking an AP B level exam at the end of the course. (That exam would not gain any credit for students in the hard sciences and now has been replaced by the Physics 1 exam that only carries 3 hours credit).

The positive experience involved [REDACTED], my long time friend and colleague who taught at New Trier Township High School in Wilmette-Winnetka. There Physics first is an option along with Biology first. Physics First uses a variety of Physics text books and problem solving is an integral part of the course. Almost all students coming into New Trier have completed Algebra and Geometry and are thus currently enrolled in Algebra II and some even in Precalculus. This particular alignment of Physics and Mathematics seems at least to me to be useful to both disciplines. For reasons I believe are obvious this approach has enhanced the entire science curriculum.

I am hopeful that you might also forward my input to the appropriate individuals and would appreciate being kept in the loop if you think this might be helpful.

Sincerely, [REDACTED]
also a Clarendon Hills resident

From: "Hanson,Cynthia" <chanson@hinsdale86.org>
To: "[REDACTED]"
Cc: "BOE" <boe@hinsdale86.org>, [REDACTED]
Sent: Sunday, October 27, 2019 8:43:03 AM
Subject: Re: Concerns about changes in the science curriculum at Hinsdale Central

[REDACTED];

Wonderful! I am glad you were able to review the presentation and material and appreciate your thoughts and interest. I will defer further discussion of your concerns and ideas to our Superintendent and Science Committee. I am certain they can speak to their process, data and research on these issues better than I can for them, as well as your request for a meeting with the individuals you mentioned. If one is arranged, I promise to try my best to organize my schedule so that I can attend.

Thank you again for reaching out!

Sincerely,

Cynthia Hanson

Board Member
Hinsdale TWP High School District 86

On Oct 27, 2019, at 4:28 AM, [REDACTED]
<[REDACTED]> wrote:

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Dear Mrs. Hanson.

I was not able to attend the meeting and have reviewed the documents posted on your website before writing your email out of concern for the preparation of the students in the Hinsdale District. The course being proposed as the only physics class most students will take is "at best" an 8th grade class and is not appropriate as the primary physics class taught in a tier one high school district such as Hinsdale. I would appreciate a meeting where we could discuss this with the curriculum committee, the board, the two science department chairs, and possibly even physics teachers. I would also ask that the board keep open the choice for 4 to 5 years (like at New Trier) where families can choose the right course of action at both schools for their children. After a 5 year period, the two options can be evaluated and further decisions can be made. We are blessed to have large numbers of students in our district and allowing students to make a choice BCP or PCB would be better than the proposed course of action. Parents are the primary educators of their children and keeping choices available allows parents to make decisions in the best interest of their children. Sincerely, [REDACTED]
Sent from my iPhone

On Oct 26, 2019, at 11:56 PM, Hanson,Cynthia
<chanson@hinsdale86.org> wrote:

[REDACTED];

Thank you for your email. Were you able to attend our Board meeting last week Wednesday when the D86 Science Program was presented? If not, you can find the presentation and information on the District 86 Science Program on our district's homepage. You will find that at the Freshman level in the D86 Science Program there are two Physics placement options. Placement in Honors will be determined by math placement (mastery of Algebra I). You can also find details on the process of the Science Committee and their vision for this program. It is unclear to me why you are under the

impression that the new sequence would be less academically rigorous or would not prepare students interested in a career in physics, chemistry, engineering, quantitative business, info tech and medicine. Hinsdale South has been using the P-C-B sequencing for quite some time with the same placement criteria for Freshmen Physics Honors. Their science program has successfully prepared any student interested in pursuing the aforementioned academic areas thoroughly and very well. A number of those students have been admitted to and/or attend a number of elite universities across the nation. In addition to strong academic preparation for these students, I think it is equally as impressive that since the sequencing has been flipped, there has been an increase in the number of students enrolling in AP science courses as well as an increasing number of students earning a 3-4-5 on their AP science exams. It is a strong accomplishment to be able to offer a program with strong academic rigor for high performing students while also supporting and encouraging those students who are interested in exploring their potential to succeed in AP courses.

You will also find in the presentation that the process to arrive as the D86 Science Program has been thorough and impressive with full input from a D86 Science Committee. That committee has thirteen members that includes our Chief Academic Officer and Assistant Superintendent for Academics, the Assistant Principals for Curriculum and Instruction from both Hinsdale South and Hinsdale Central, the Department Chairs of Science from both Hinsdale South and Hinsdale Central, and several of our science teachers from both Hinsdale South and Hinsdale Central.

As an individual board member, I found the collaboration of the administration and science professionals in our buildings inspired, thoughtful and conscientious. We are so fortunate to have two very strong high schools in our district and that we are able to attract such talented professionals. I believe they did a wonderful job sharing their best practices and experiences to culminate in a science sequence and curriculum that will move our District 86 Forward and continue to support our students in Defining Excellence. I think it is so important to celebrate and support the work and process of our administration and teachers when it is so well researched, analyzed, discussed and vetted.

Thank you again for your email. If after you review the presentation on the webpage you want to learn more about the successes of Hinsdale South after their implementation of the P-C-B sequence or details on the new D86 Science Program, I am sure you can be connected with the proper people from our administration and D86 Science Committee.

Sincerely,

Cynthia Hanson

Board Member, Hinsdale TWP High School District 86

From: [REDACTED]
Sent: Saturday, October 26, 2019 3:38 PM
To: BOE <boe@hinsdale86.org>
Cc: [REDACTED]
Subject: Concerns about changes in the science curriculum at Hinsdale Central

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Dear sir or madam:

My name is [REDACTED] and I am a concerned parent of a [REDACTED] in District 181. I am also a [REDACTED] and a [REDACTED] who is also a Clarendon Hills resident, was s [REDACTED] most of those years spent teaching Honors Physics, CP Physics, and AP Physics C at [REDACTED]. Both of our families supported the referendum for D86 and had signs on our lawn.

We are very concerned about the elimination of algebra-based physics for the vast majority of the students at Hinsdale central in favor of a less academically rigorous conceptual geology/physical science course required for freshmen students. We are concerned about how this will impact the students hoping to be well prepared for a career in physics, chemistry, engineering, quantitative business, information technology, and medicine. When would the best opportunity be to meet with the board to express our concerns?we are hoping that meeting would also include the department chairs for the Hinsdale central and Hinsdale south

science departments Thank you so much for your time and consideration.

Sincerely, [REDACTED]

Clarendon Hills resident

From: [May,Julie](#)
To: [REDACTED]
Cc: [Hurt, Jessica](#)
Subject: RE: Science sequence
Date: Monday, October 28, 2019 8:43:00 AM

Great. Let's meet in Jessica Hurt's office (I am in a meeting with her right now) at 12:30, and then you'll be in the right place to meet with her at 1pm.

See you tomorrow!
Julie

*Julie May
Science Department Chair
Hinsdale Central High School*

From: [REDACTED]
Sent: Monday, October 28, 2019 8:11 AM
To: May,Julie <jmay@hinsdale86.org>
Subject: Re: Science sequence

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That would be great, Julie, should I come to your office? In addition to hearing a little bit more about the sequence, I am also hoping to get your thoughts on [REDACTED]

[REDACTED]

[REDACTED]

-----Original Message-----

From: May,Julie <jmay@hinsdale86.org>
To: [REDACTED] Baker,Carol <cbaker@hinsdale86.org>; Gaubatz,Julie <jgaubatz@hinsdale86.org>
Sent: Sun, Oct 27, 2019 6:51 pm
Subject: Re: Science sequence

Hi, [REDACTED]

12:30 would work for me. Would that work? Then you could go to your meeting right after?

Julie

From: [REDACTED]
Sent: Friday, October 25, 2019 12:04:45 PM
To: May,Julie <jmay@hinsdale86.org>; Baker,Carol <cbaker@hinsdale86.org>; Gaubatz,Julie

<jgaubatz@hinsdale86.org>

Subject: Re: Science sequence

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Hi Julie,

Thanks for responding so quickly. I am actually meeting with Jessica Hurt on Tuesday (about some grading and alignment issues, not Science) at 1:00 at Central so would be happy to stop by your office before or after that if the timing works for you. If it doesn't, I work from home and have a fairly flexible schedule, so am happy to talk by phone, as well. Please let me know what would be best for you.

-----Original Message-----

From: May, Julie <jmay@hinsdale86.org>

To: [REDACTED] Baker, Carol <cbaker@hinsdale86.org>; Gaubatz, Julie <jgaubatz@hinsdale86.org>

Sent: Fri, Oct 25, 2019 11:47 am

Subject: RE: Science sequence

Hi, [REDACTED]

Thank you so much for your email. I am in meetings all day this Monday, but I have some time on Tuesday afternoon and would be happy to give you a call to talk about your email.

Is there a phone number that would be best to reach you?

Have a great weekend!

*Julie May
Science Department Chair
Hinsdale Central High School*

From: [REDACTED]

Sent: Friday, October 25, 2019 10:02 AM

To: Baker, Carol <cbaker@hinsdale86.org>; May, Julie <jmay@hinsdale86.org>; Gaubatz, Julie <jgaubatz@hinsdale86.org>

Subject: Science sequence

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Dear Drs. Baker, May and Gaubatz,

I am the parent of an [REDACTED]

[REDACTED] I also have a [REDACTED]

[REDACTED] I participated in both the Science focus group at Central last Fall and the "Sharing Meeting" in May and appreciated those opportunities and the willingness of the schools and district to reach out to parents in those ways. I also appreciate the obvious time and effort the district staff has spent in

reviewing the Science programs at both schools this past year.

I'm e-mailing today for a number of reasons. First, as I am sure you are aware, there has been significant recent interest in, and concern about, the decisions to adopt a Physics first sequence at Central and to eliminate G level classes in Science. Based on my conversations with many parents at both South and Central about these topics, there seems to be a big void of information and significant misinformation being discussed throughout the D86 community. As you would expect given the significant number of students that will be impacted by these decisions in the Hinsdale Central area, there is also significant surprise at these changes, a feeling of being blindsided by them, and concern that "alignment" really means copying Hinsdale South in these decisions and going forward with others. In all honesty, and despite my previous participation and attendance at the BOE meeting Wednesday night, I share some of these feelings and, as a parent of an 8th grader would really like to know more about what Science at Central will look like going forward and hear more about certain aspects of the plan and decision.

I feel strongly that a dedicated e-mail about these changes should have been sent to Central community to notify them about what was being discussed and, certainly, what would be finally proposed to the BOE so that parents (especially those with G level students) could have the opportunity to inform themselves, share their opinions, and plan for the best outcome for their student. I completely understand that a communication from the district about these issues would not have been your decision, but I would encourage you to keep this idea in mind going forward and, if you agree, to share it with other administrative staff and members of the BOE. I have e-mailed these groups, as well, as I really believe that dedicated, timely and transparent communication would have lessened the concern in the community, as well as increase acceptance of these decisions. Not to mention save everyone, within the community and district, a lot of time and stress.

The second reason I am e-mailing is that one of my friends whose daughter attended North Shore Country Day School reached out to me with a glowing report of her daughter's success with a Physics first curriculum at that school. She indicated that the Honors Physics track was more math and formula focused and so a good fit for strong math students. Her daughter, like my 2 oldest children, completed Geometry in 8th grade and took Honors Alg 2/ Trig as Freshman. As I have looked into this a little more, I am wondering why we have chosen to put students who have only completed Algebra 1 into an Honors Physics course which will result in up to 55% of Central students being placed in an Honors class. In my opinion, when you have 55% of entering Freshman in an Honors class, it is not really an Honors class in the traditional sense of the word (top 30%ish) because the range of ability levels is just too great to have the rigor and fast pace that is needed to challenge that top group of students. That being said, I am a parent who has long complained about what I call "inappropriate rigor" in the Science department at Central so I am certainly not advocating for that. I guess I am just wondering why this decision was made. I am also aware that 60% of entering Freshman are placed in Honors English at Central so this seems like a trend. I am wondering why we don't offer 3 levels of Science as we do math? I am asking this specifically because my 8th grade daughter is currently in Alg 2/Trig at HMS and I am starting to think about where she would fit best next year. Physics has been among my older children's favorite classes, and I assume that will be the case with my youngest, so I would consider placing her in the Physics pilot although I would definitely have some reservations. I also think that more information about the pilot for parents is needed but I am sure you are already planning that.

I know that this has been a busy week for each of you so please do not feel rushed to respond to this e-mail. And, I don't need to hear from all of you, just one would be fine. I wasn't sure who would be best to contact.

Thank you for your time,

██████████

From: [Prentiss, Tamara](#)
To: [May, Julie](#); [Gaubatz, Julie](#); [Baker, Carol](#); [Walsh, William](#); [Hurt, Jessica](#); [Martzolf, Eric](#); [Pokorny Lyp, Arwen](#)
Subject: FW: D86 Science Sequence
Date: Tuesday, October 22, 2019 11:54:00 AM

From: Held, Erik <eheld@hinsdale86.org>
Sent: Tuesday, October 22, 2019 11:52 AM
To: Prentiss, Tamara <tprentis@hinsdale86.org>
Subject: Re: D86 Science Sequence

Regards,

Erik M. Held
 D86 Board of Education Member

From: [REDACTED]
Sent: Tuesday, October 22, 2019 11:04:30 AM
To: BOE <boe@hinsdale86.org>
Subject: D86 Science Sequence

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Hi all!

I am usually very proud of our district, but I am really concerned with the lack of transparent process to the Science curriculum changes. Communication has already gone out to 8th grade families stating changes in science will be made before their children enter high school. When do stakeholders get to weigh in?

While D86 told me the science task force including teachers, parents, and students that met last Spring enthusiastically support the Physics First sequence – D86 data does not support the change.

AP TEST RESULTS for SCIENCE	TOTAL CENTRAL	1	%	2	%	3,4,5	%	TOTAL SOUTH	1	%	2	%	3,4,5	%	Delta
Tuesday, May 1, 2018 ALL SCIENCE	381	6	2%	37	10%	338	89%	314	18	6%	65	21%	231	74%	15%
BIOLOGY	82	1	1%	4	5%	77	94%	155	3	2%	37	24%	115	74%	20%
CHEMISTRY	53	1	2%	1	2%	51	96%	40	1	3%	4	10%	35	88%	9%
PHYSIC-EM	29	1	3%	2	7%	26	90%	43	2	5%	11	26%	30	70%	20%
PHYSIC-MECH	31			2	6%	29	94%	38	3	8%	4	11%	31	82%	12%
PHYSICS-1	157	3	2%	17	11%	137	87%	38	9	24%	9	24%	20	53%	35%
PHYSICS-2	29			11	38%	18	62%						NA		

14%	23%
-----	-----

Looking at the Science and AP Science data at Central and South tells a story about Science success:

- Taking Science 97% Central compared to 90% South.
- Taking AP Science exams 14% Central compared to 23% South
- Taking high school science courses 83% Central compared to 67% South.

To evaluate success, you have to look at outcomes from each school's sequence.

Central's Biology First (Earth Science First) sequence: At Central, freshman can take either Biology or Earth Science (GEN, Regular, Honors), but only around 20% take Honors Level.

- At Central 24% students take HS Biology with 3% in AP Bio compared to South with 12% in HS Bio and 10% in AP Bio
- Looking at AP Bio pass rates 94% at Central and 74% at South suggests Central's Bio First program prepares students for success in AP Bio. This 20% difference in pass rates cannot be overlooked.

South's Physics First sequence: At South 65% freshmen take Physics First and 35% take Honors Physics. Exposure to Physics would suggest greater high level physics success, but that isn't what the data show.

- At Central 13% take high school physics (at Pre-Calc+ math level) and 9% AP compared to South with under 2% taking HS Physics (with math) and under 4% taking AP Physics. The difference with 22% Central taking real Physics vs. 6% at South cannot be overlooked.
- At Central 85% (88% without Physics 2) pass AP Physics (most without prior exposure) compared to South where only 68% pass AP Physics after physics exposure. This 17-20% difference in pass rates cannot be overlooked.

Since AP requires specific material to be mastered, AP course outcomes should be consistent from school to school and class to class. At Central, 89% students who take AP Science Exams pass (Score 3, 4, 5) compared to 74% South. NOTE: If you remove AP PHYSICS-2, Central's AP Pass rate rises to 91%.

- This difference in Pass Rates reflects a significant difference in access to AP Courses. Where Central has strict parameters for entry to assure success, South encourages students to stretch and try an AP course. What is the impact of pushing students ahead who aren't ready?
- This 15% difference in AP Pass Rates would mandate either or both loosening the qualifications for AP Science at Central or tightening them at South.
- Since competitive colleges only accept 4s and 5s, D86 need to dive deeper into AP score distributions to truly identify the number of students prepared for AP Sciences.

In Conclusion, Why would D86 adopt a South's Physics First science program when Central's Bio First better prepare students for success in AP Science courses?

- What data from similar districts shows the Physics First sequence will improve outcomes at Central? Although New Trier introduced Physics First, it maintained a more rigorous traditional Bio First sequence.
- I read the APS Physics Publication mixed reviews on Physics First which states "With regard to the 'Physics First' movement, the lack of a relationship between the previous study of physics and later chemistry performance, or the previous study of chemistry and later biology performance, casts doubt on the impact of changing the traditional high-school science sequence."
- While the American Association of Physics Teachers' Physics First pamphlet suggests Physics First better prepares students for Real Physics, South's data shows the opposite with only 5% taking Real Physics compared to 21% at Central.

D86 data does not support this change. Please do not approve any changes without solid supporting data from similar districts.



From: [REDACTED]
Sent: Thursday, November 28, 2019 9:52 AM
To: Baker, Carol <cbaker@hinsdale86.org>
Cc: BOE <boe@hinsdale86.org>; Ellexson, Andrea <aellexso@hinsdale86.org>; Verthein, Bradley <bverthei@hinsdale86.org>; Prentiss, Tamara <tprentis@hinsdale86.org>; Jasculca, Chris <cjasculc@hinsdale86.org>; Walsh, William <wwalsh@hinsdale86.org>; Reid Chris <creid@d181.org>; Stefania Hughes <shughes@d181.org>
Subject: This can wait until Monday - please enjoy your holiday

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Dear Ms. Baker,

Thank you for your work for all District86 students. I am reading The Hinsdalean article, "New D86 science sequence sparks heated debate," and I would love to better understand your statements quoted in the article. I am not trying to be sarcastic or trouble. I am just a [REDACTED] trying to figure this all out for my [REDACTED] who will be a [REDACTED].

I also understand "The Hinsdalean" occasionally misquotes us all, so if your statements were misconstrued or misinterpreted, I am sorry. I am not trying to be a pain or ask this for any other reason, other than I am a worried [REDACTED].

I have tried to understand the details of the new science sequence. I attended the informational meetings, many BOE meetings, and read the FAQ. I am not asking for an individual response, but maybe something could be put onto the D86 Science Sequence website to clarify these questions for our family and for other families like ours?

According to your quote in The Hinsdalean, "Chemistry, biology, physics and earth science will all be represented in the test," (the new Illinois assessment that all Juniors in the State will take this spring) you are quoted as saying and then noting, "that the recommendation for the new sequence from district administrators and science department chairs took this into account. We specifically talked about the need to infuse earth science so that all of our students would have a background in earth science because currently only students who choose to take earth science as a course are receiving that."

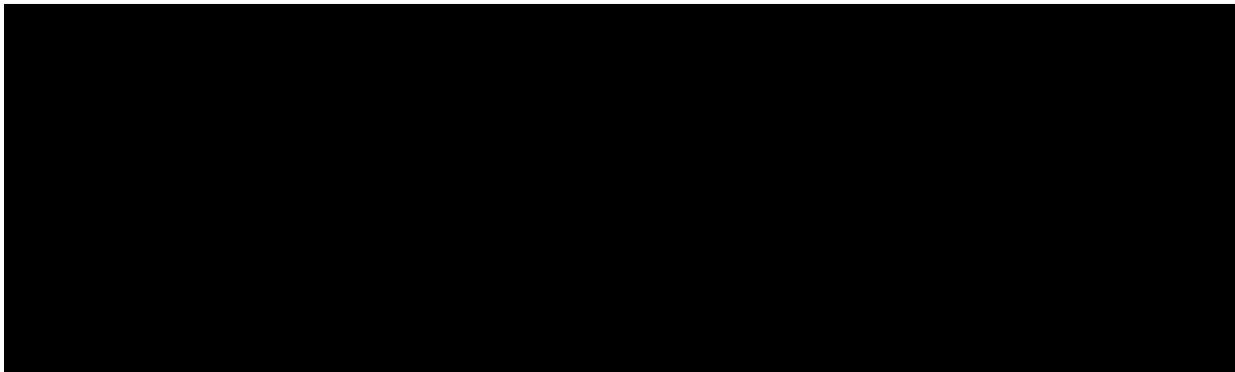
[REDACTED] unlike standard and honors Eighth graders, is only offered the chance to take the brand new science sequence of [REDACTED] - and now remain in the track currently offered to G-Level freshmen:

Earth Science - Freshman Year
Physics in the Universe - Sophomore Year
Chemistry of Earth Science - Junior Year
Biology of the Living Earth - Senior Year

At the Hinsdale Central welcome night for current eighth grade parents, Mr. Walsh kindly assured me that exceptions in this sequence could be made so that [REDACTED] would not have to take four years of science in order to take Biology [REDACTED].

Clearly, [REDACTED]

Physics in the Universe - freshman year
Biology - sophomore year
Chemistry - junior year
Capstone class option - senior year



Available Course Sequences: 20-21 Grade 9 Cohort

	2020-2021	2021-2022	2022-2023	2023-2024
	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
Based on MAP scores	Bio-R	Chemistry	Physics	Elective/AP
	Bio-H	Chemistry-H	Physics -or- AP Physics 1	Elective/AP
	Chemistry-H (and Alg 2/Trig)	AP Physics 1	AP Biology	Elective/AP
	Earth Science	Physics: Physics in the Universe	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth
Based on math recommendation	Physics: Physics in the Universe (Alg 1 or Alg 1 Pt 1)	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth	Elective/AP
	Physics Honors: Physics in the Universe (Geometry or beyond)	Chemistry Honors: Chemistry of Earth Systems	AP Biology	Elective/AP

Students may not move between the prior sequence and the new sequence. Freshman will be choosing the sequence they wish to move through.

Am I misunderstanding the goal of the new science sequence, or are the students with [REDACTED] not expected to also be prepped for the Illinois State Assessment Junior year?

We would certainly consider having [REDACTED] take one of [REDACTED] science classes during one of [REDACTED] summers to get up to speed for this junior year Illinois State Assessment but we now understand that with [REDACTED] math placement, [REDACTED] will need to take a full year of math over the summer in order to get to Algebra/Trig junior year so that [REDACTED] can be best prepared for the math portion of the ACT

I would welcome any thoughts you can share with the community and with me regarding these concerns before we meet with [REDACTED]
[REDACTED] Thanks a bunch!!

Wishing you well ,
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

From: [Baker, Carol](#)
To: [Walsh, William](#); [Prentiss, Tamara](#); [Pokorny Lyp, Arwen](#)
Subject: RE: Science Alignment Discussion at Tonight's BOE meeting
Date: Wednesday, October 23, 2019 3:29:00 PM
Attachments: [image003.png](#)
[image005.png](#)

Agree!

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org

From: Walsh, William <wwalsh@hinsdale86.org>
Sent: Wednesday, October 23, 2019 3:28 PM
To: Prentiss, Tamara <tprentis@hinsdale86.org>; Baker, Carol <cbaker@hinsdale86.org>; Pokorny Lyp, Arwen <apokorny@hinsdale86.org>
Subject: RE: Science Alignment Discussion at Tonight's BOE meeting

Tammy

There is much to digest in the below email, but one point I heard today and read here is on rigor and cut scores. This line is what [REDACTED] persistently presented to me.

What this means is that the "floor" will have been raised for all students, with G-level students being pushed up one level, and some (maybe many) Regular Ed students being pushed up to the Honors level. The purpose of this change will be so that Central is "aligned" with South, as the Administration attempts to implement the "Curriculum Alignment Mandate" the Board directed last winter. Some parents have also been told that MAP Placement scores for entering freshmen are being lowered to accommodate these changes.

My response was eliminating G:Level does not push regular level students into Honors or AP. It creates more sections of Regular course. The MAP score used to place honors or AP is not an issue at this time, the issue is providing an opportunity for students to be college, career and life ready.

Thank you

William C. Walsh,
Principal, Hinsdale Central High School
630.570.8210

wwalsh@hinsdale86.org

[@ThisIsHCHS](https://twitter.com/ThisIsHCHS)



[Hinsdale Central Facebook](#)



From: Prentiss, Tamara <tprentis@hinsdale86.org>
Sent: Wednesday, October 23, 2019 2:43 PM
To: Baker, Carol <cbaker@hinsdale86.org>; Pokorny Lyp, Arwen <apokorny@hinsdale86.org>;
Walsh, William <wwalsh@hinsdale86.org>
Subject: FW: Science Alignment Discussion at Tonight's BOE meeting

From: [REDACTED]
Sent: Wednesday, October 23, 2019 2:18 PM
To: BOE <boe@hinsdale86.org>
Subject: Science Alignment Discussion at Tonight's BOE meeting

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Dear D86 Board of Education:

I am writing to express my concern with the Physics First Science Curriculum alignment proposal the D86 Administration will be presenting at tonight's board meeting. I am asking that you not make the mistake the D181 BOE made seven years ago when it approved a social justice driven curriculum change with implementation of a program called Learning for All. That program pushed all students up a full year in math and as data was collected over the next several years, it was proven to have failed miserably, hurt student performance and as a result it has taken years by the current administration to unravel and repair the damage done

to students.

With respect now to D86, my understanding from information that has been provided to 8th grade families and individuals in the community who have had personal conversations with Assistant Superintendent Brad Verstein, Superintendent Tammy Prentiss and Jessica Hurt (amongst other D86 administrators) is that Hinsdale Central will, starting in the fall of 2020, be rolling out the Physics First Science sequence currently used at Hinsdale South and phasing out the traditional Science sequence offered at Central. Furthermore, community members have been told that G-level classes at Central in the Physics First sequence will also no longer be offered (already eliminated at South) and students will be placed in either Regular or Honors classes.

What this means is that the "floor" will have been raised for all students, with G-level students being pushed up one level, and some (maybe many) Regular Ed students being pushed up to the Honors level. The purpose of this change will be so that Central is "aligned" with South, as the Administration attempts to implement the "Curriculum Alignment Mandate" the Board directed last winter. Some parents have also been told that MAP Placement scores for entering freshmen are being lowered to accommodate these changes.

To date, the Administration has not presented this specific proposal to the BOE, nor has it been discussed or approved by the BOE -- at least not in OPEN session. I do not believe there is any exception to the Open Meetings Act that would allow the BOE to discuss proposed curriculum changes in closed session or outside of a publicly noticed meeting so I am assuming that tonight will be the first time the BOE members will be discussing this specific Science alignment proposal.

I am deeply troubled that any D86 administrator -- and in particular the Superintendent -- has told community members that the Physics First sequence WILL be rolled out starting in the Fall of 2020, before the BOE has substantively discussed it or reviewed supporting DATA from comparable school districts that show proven success with elimination of G-level classes. Further, the BOE has not yet voted to implement this curriculum change as it is required to pursuant to Board Policy 2.20(9) and it is premature for any administrator to assume that the BOE will do so. (Note: Comparable school districts are not MAGNET schools where all students are high achievers who have to take a test to place into the school)

As [REDACTED], I am particularly concerned because this proposal sounds ominously like the failed social justice Learning for All program that was approved by the D181 BOE and that unraveled as data was collected that showed that student

performance across the board declined, The decline, as D86 Board Member Turek (who was on the D181 BOE during the entire "life" of the Learning for All program) may remember, was due in part to lower achieving students struggling to keep up in an accelerated level and higher achieving students not being taught at the appropriate higher, more rigorous level due to the watering down of the curriculum at the high end in order to accommodate the average learner who were pushed into the highest level rather than remain in a lower tier. While teachers in D181 were expected to differentiate to the needs of each learner, in practice this did not work since there were too many levels of learners in the now accelerated classes that all students were pushed into.

██████████ that approved the Learning For All Program, and at the time I voted yes, I did so with stated reservations on the record, because teachers in an anonymous survey had expressed concerns that lower achieving students would struggle unnecessarily and the highest achievers would suffer as the curriculum was watered down. Nevertheless, the Administration claimed it would be a success and recommended the program and so I voted unanimously with the majority of the ██████████ who believed that we needed to trust the administration. When I voted yes, I asked that data be collected and analyzed and I remember Mr. Turek personally thanking me for my yes vote and stating during the meeting that he would make sure that the data was collected and analyzed. When the data was finally collected and analyzed over the next few years (but only after parents of struggling students stepped up to complain about the problems), the data proved what the teachers had feared would happen.

It is my concern that now D86 is going down this social justice driven path to align South to Central and implement a Science sequence that may not meet the needs of the students at Central, especially if G-level courses are eliminated.

I expect that the BOE will make it clear tonight that the administration cannot continue to inform the community that the Physics First sequence will be implemented at Central BEFORE the BOE actually votes to approve it. I would ask that as the BOE considers the propriety of implementing Physics First at both schools -- with no G-level courses offered -- that it direct the administration to present data to support such a change at Central AND that it ask for the following questions to be answered. In addition, please treat the following questions (in RED) as a formal Freedom of Information Act Request filed on 10/23/19 (with the data to be produced in PDF form):

Prior to South switching to the Physics First model, it followed the traditional science track that is currently offered at Central and for each science course - e.g. biology -- there were Honors, Regular and G-level classes offered. There are criteria that students must meet to

enroll in Honors, Regular and G-level classes -- regardless of which Science sequence is followed.

Question 1. At South, what is the criteria (entering Math level and/or test score cut-offs based on MAP and/or other test scores or any other criteria) needed for Freshmen to enroll in Honors Physics versus Regular Physics. Please provide the criteria for the last five years.

Question 2. What percentage of freshmen students at South are enrolled in Honors Physics versus Regular Physics. Please provide the data for the last five years.

Question 3. Has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed -- using available past test data -- what percentage of Central freshmen would be enrolled in Honors Physics and what percentage would be enrolled in Regular Physics if Physics First was implemented at Central? If so, what are the percentages.

Question 4: How do the percentages in response to Questions 2 and 3 differ between the schools? If different, has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed why they are different? If so, what did the analysis conclude?

Question 5. At Central, what is the criteria (entering Math level and/or test score cut-offs based on MAP and/or other test scores) needed for Freshmen to enroll in G-level, Regular and Honors Biology, Chemistry and Earth Science (which are the three freshmen courses that are currently offered at Central)? Please provide the criteria for the last five years.

Question 6. What percentage of freshmen students at Central are enrolled in each level: G-level, Regular and Honors Biology, Chemistry and Earth Science courses? Please provide the data for the last five years.

Question 7: Has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed what percentage of South students would qualify for G-level versus Regular versus Honors freshmen science classes if the Central traditional model was re-adopted at South? If so, what are the percentages.

Question 8: How do the percentages in response to Questions 6 and 7 differ between the schools? If different, has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed why they are different? If so what did the analysis conclude?

Question 9. How do the criteria to get into the Honors Bio/Chem/Earth Science at Central differ from the criteria to get into Physics Honors at South? Why are they different?

Question 10: Has the Science Curriculum Alignment Committee or anyone in the D86 Administration analyzed whether the percentage of Freshmen students at South would be lower than the percentage of students at Central that would enroll in the Freshmen science Regular and Honors classes if the entire district implemented the Science sequence currently offered at Central? If so, is the percentage at South lower than at Central?

I would respectfully request that before the BOE makes a decision on how to align the Science Curriculum that you drill down into all available data on the existing Science Sequences offered at BOTH schools, including what percentage of freshmen at EACH school would be in each level if the District implemented a Physics First sequence (currently offered at South) OR the Traditional Science Sequence (currently offered at Central). I would also urge the BOE to ask the following tough questions:

1. If the percentage of freshmen at South that would enroll in Regular and Honors level science classes would be lower than at Central if South was aligned to Central's Traditional Science sequence, is that one of the reasons why the administration is recommending the Physics First program instead?
2. Is the proposed change to adopt Physics First at Central all being done in the name of social justice?

I would also request that you direct the Administration to conduct an anonymous survey of all D86 teachers and ask them for a NARRATIVE answer to the following question: Do you support implementing the Physics First curriculum across the district AND eliminating G-level science classes. If not, why not? If yes, why yes?

Please do not make the mistake the D181 Board did when it ignored teacher concerns and did not demand proven data that supported the social justice driven curriculum change the administration was recommending. It has taken years to undo the damage to the students. They are now the same students who are and will be enrolling in D86. Please do not subject them to the same "raise the floor" to "raise the ceiling" failed experiment that they were subjected to in D181. You have a chance to do things better than the D181 BOE did BEFORE you approve any curriculum changes. Demand data from comparable school districts. Ask the

D86 teachers for their input -- anonymously so they will not fear retribution if they disagree with the administration's recommendation. And LISTEN to the teachers who will be on the front line in teaching to ALL students.

Respectfully,

[REDACTED]
[REDACTED]
[REDACTED]

From: [Prentiss, Tamara](#)
To: [Regnier, Jennifer](#)
Subject: Fwd:
Date: Friday, October 11, 2019 8:59:42 AM

Good morning-
See email below. I spoke with Bill. Can you email me the parent communication that you sent out?
Thank you,
Tammy

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: [REDACTED]
Date: October 10, 2019 at 10:50:27 PM CDT
To: BOE <boe@hinsdale86.org>
Cc: "Hurt, Jessica" <jhurt@hinsdale86.org>

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Dear Members of the BOE and Superintendent Prentiss,

I attended the BOE meeting tonight and was pleased to see the update and discussion on the first item in the District's Strategic Plan. I thought that Dr. Baker and the building administration did a good job of explaining the work that had been done this summer, why it had been done, and what the next steps are.

I am also happy to hear that there will be a discussion of the new Science class sequence as I was very surprised a week or two ago to receive e-mail communications (for my [REDACTED] [REDACTED] from HMS and Jennifer Regnier (HC) that indicated that there would, in fact, be a new Science sequence for Hinsdale Central students. I may be wrong, but I don't believe that there has been prior Board discussion on the topic of Science sequencing and, as well, I don't believe that there has been any community notification or opportunity for discussion about it, either. I don't think that a one sentence mention in a full page e-mail attachment about the 8th grade registration timeline is sufficient notification about a new Science progression, and was disappointed to hear in that way that the decision had been finalized.

I attended the small group meeting in May where feedback was sought about the

sequencing proposal and had assumed that, after that meeting, there would be notification to, and a public discussion by, the Board of what had been considered, why a particular decision was made, how it would impact students (Central students in particular) and the rationale or data behind the decision. Additionally, I think it would be helpful for Hinsdale Central families who have older children to see what the new curriculum will look like, what textbooks will be used, etc... In addition to the meeting in May, I also attended a Science focus group at Central in the Fall at which dozens of parents expressed significant concerns about the Science program at Central. I also believe that there have been many other parent criticisms shared about the Science program. Given this fact, it would have been nice to let the Central community at large know that these conversations were happening, proposals being presented, and decisions were being made about this important topic - one that many parents have expressed interest in for several years.

Personally, I am fine with the decision to offer Physics to Freshman and thought that Dr. Baker and the staff did an excellent job with the Science presentation and decision-making process. However, given that there are many other changes upcoming that will impact students in significant ways, I am concerned that the lack of community and Board notification and discussion that I've seen around Science will continue around these other changes. I feel strongly that the absence of detailed public discussion by the Board, and for the community to have the opportunity to ask questions and share any potential concerns, is problematic and inappropriate for many reasons.

I have also heard various reports about the elimination of "G level" classes at Hinsdale Central and met with Superintendent Prentiss and Jessica Hurt to share concerns about this topic, among others. At that meeting, I believe that Superintendent Prentiss and Ms. Hurt indicated that a decision about the elimination about G level classes had not yet been finalized, but I have heard elsewhere since that time that it has been made. So, I am not sure what the outcome of those discussions is. The decision about elimination of these classes is a significant one, not only to the families of students in those classes, but, also, to the families of students in the general education classes where those students will be moved - especially given the overcrowding and teacher reduction conversations that have on-going for several years. As well, if general education level students will be moved into Honors level classes (e.g. as entering Freshman) to accommodate greater gen ed class enrollment, that is an additional consideration and decision that would have a significant impact on both students and teachers.

I apologize if I have missed Board discussion about any of these topics. I have reviewed several months of Board Docs and have not seen an Agenda Item or supporting documentation about any of them. As I indicated in my previous e-mail, it would be very helpful for parents if there were on-going and detailed communication regarding the above topics and any others that are discussed during the next 4-5 years as a result of the Strategic Plan and the curriculum and class offering alignment between Central and South.

These are all significant changes that will have a definite impact on all students and their families. As such, parents deserve to hear timely and detailed discussion about what is being considered before it is finalized.

Thank you for your time,

██████████

From: [Prentiss, Tamara](#)
To: [Walsh, William](#)
Subject: Fwd:
Date: Friday, October 11, 2019 1:16:24 AM

Please confirm the [REDACTED] letter?

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

From: [REDACTED]
Date: October 10, 2019 at 10:50:27 PM CDT
To: BOE <boe@hinsdale86.org>
Cc: "Hurt, Jessica" <jhurt@hinsdale86.org>

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Thank you for your time,

██████████

From: [Prentiss, Tamara](#)
To: [Jasculca, Chris](#)
Subject: RE: Additional comments for tonight
Date: Thursday, December 12, 2019 3:47:00 PM

Perfect. Thank you!

From: Jasculca,Chris <cjasculc@hinsdale86.org>
Sent: Thursday, December 12, 2019 1:52 PM
To: Prentiss,Tamara <tprentis@hinsdale86.org>
Subject: Additional comments for tonight

This is what I plan to share in addition to what is featured in my update.

I want to spend a couple of minutes on the proactive versus reactive communication piece because I think it is important and will be a cornerstone of the work we do on this goal. In general, for better or worse, public bodies (school districts, municipalities, etc.) tend to spend more time on reactive communication. That has certainly been the case during the 23 years I have worked in the field.

Some of this is unavoidable. Things happen. And, when they do, we need to react. However, one of the benefits of implementing this strategic plan is that it is giving us the chance to not only review our existing practices, but also improve or enhance them if necessary. So, for example, the main thing I believe we could have and should have done in relation to the science sequence was provide a regular cadence of updates from the very beginning of the process.

That is something we have done this school year regarding the work our teachers are engaged in around grading and assessment practices. It is reflected in the update Bill and Arwen will be giving about Goal I after me. It is also something Superintendent Prentiss and I discussed today with the members of the curriculum leadership team. One of the things I will be doing going forward is touching base with our assistant principals for curriculum and instruction at both schools on a monthly basis to get updates about the work being done around important initiatives such as curriculum alignment that I will share via our various communication tools, resources and platforms. I will also be collaborating with my fellow goal champions to provide timely updates about the work their teams are doing to advance our strategic plan.

--

Chris Jasculca
Director of Communications
Hinsdale Township High School District 86

From: [Gaubatz,Julie](#)
To: [Kimberly Smith](#)
Subject: RE: S4 meeting minutes
Date: Tuesday, May 28, 2019 7:29:00 AM

Hi Kim!

I don't think we're that concerned about the ISA, but that may change – I did hear that ISBE is changing the test to cover all four content areas and that it'll be given junior year, but I don't know how much to trust that they can really pull that off any time soon – I could be wrong, though!

Julie

Julie Gaubatz
630-468-4500

From: Kimberly Smith [mailto:ksmith@hf233.org]
Sent: Friday, May 24, 2019 1:47 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Re: S4 meeting minutes

Awesome, That article answered some of the questions that I have. We have a lot of upper level electives-both at the AP and Honors Level here (AP Bio, AP Physics 1,2,C, AP Chem, APES, College Engineering (dual credit), Microbiology, Zoobot, Forensics, Astro/geo) and I've been concerned about the change hurting our electives here, although I'm still trying to change it. Our school board and some of our upper admin can be a little old-school at times, so sometimes it takes a few years to get them to move forward!

I think we have similar things going on in terms of demographic shift at our schools. We went from about 30% minority when I started to about 70% and 5% low income to almost 25%. Good kids, but our kids that come from the city schools really struggle with the reading.

We have a strong department too-many with content area masters degrees, which you don't often see. We are a very geeky department-many of us will go to science events, research, etc in our spare time

Just curious, how much importance is your school putting on the ISA? My school is concerned about this test. I heard a few times recently that ISBE was going to give the test to all 11th graders next year regardless of what science class they were in, but I was also in Springfield last month with teachers and they didn't know about that either.

On Fri, May 24, 2019 at 1:12 PM Gaubatz,Julie <jgaubatz@hinsdale86.org> wrote:

I totally get the reading angle for frosh. We went to PCB in 2008, and we love it. I hope we get to retain some of it with this new district push, but we'll see. I'll attach some of our data and info – feel free to ask any questions about it – it's a great topic to try to figure out. 😊

Have a great weekend!

Julie

1. [Article](#)
2. [Slides summary](#)

Julie Gaubatz
630-468-4500

From: Kimberly Smith [mailto:ksmith@hf233.org]
Sent: Friday, May 24, 2019 11:15 AM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Re: S4 meeting minutes

Will do! I met you before Julie! I was actually going to ask you some questions too!

I'm assuming you were at South when they changed to the PCB sequence? I was wondering how that went?

We are fortunate that we are the only school in our district, but that leaves us in a little bit of a fish bowl!

The reading in bio has gotten to be a bit much for our freshman, so we have to reconsider it.

On Fri, May 24, 2019 at 11:03 AM Gaubatz,Julie <jgaubatz@hinsdale86.org> wrote:

Hi Kim!

Our district is currently in the process of determining a science sequence for both of our schools. One school currently teaches a modified PCB model and the other leans more towards an open enrollment. We have decided on a sequence (different from both schools) to investigate further, but nothing is official as of yet. I'll answer the survey for what we will teach next year, but I can't say after that. 😊

Can you share with me the results of this survey as soon as it's available? I'd love to be able to consider this as we make a decision. Thanks so much!

Julie

Julie Gaubatz
630-468-4500

From: Kimberly Smith [mailto:ksmith@hf233.org]
Sent: Friday, May 24, 2019 10:54 AM

To: Dianne McDonald <dmcdonald@jths.org>

Cc: Jill Alexander <jalexander@argohs.net>; Agustin, Brian <brian.agustin@lz95.org>; Aschoff, Alexander Aschoff <aaschoff@pths209.org>; Baker Carol <[REDACTED]>; Bielski, Michael <mbielski@olchs.org>; Bill Johnson (bijohnso@psd202.org) <bijohnso@psd202.org>; Bob Hull <rehull@olivet.edu>; Brodkorb, Amy Brodkorb <amybrodkorb@u-46.org>; Carrie Spano (spano.carrie@marist.net) <spano.carrie@marist.net>; Chris Erickson <cerickson@d230.org>; Christine Baldwin <CBALDWIN@isd109.org>; Cyndi Gonzalez <cgonzalez@sd206.org>; Daniel J. Moore <dmoore@lw210.org>; Dave Johnson <djohnson@olchs.org>; Dave Rahtz <DRAHTZ@psd202.org>; Dawn Francis (dawn.francis@d214.org) <dawn.francis@d214.org>; Donna Engel <dengel@mchs.net>; Early, Amanda <aeary@fnal.gov>; Edie Dobrez (edobrez@homewoodsciencecenter.org) <edobrez@homewoodsciencecenter.org>; Esther Mongan <esther.mongan@central301.net>; Ferris Williams <williams.ferris@district205.net>; Gregory Bays (gregory.bays@chsd117.org) <gregory.bays@chsd117.org>; Hadjimitsos, Panos (hadjimitsosp@morainevalley.edu) <hadjimitsosp@morainevalley.edu>; Jame Holt <jholt@d230.org>; Jason Okrasinski <okrasinskij@cm201u.org>; Joe Barker (jbarker@lths.net) <jbarker@lths.net>; Joe Sieczkowski (jsieczkowski@d230.org) <jsieczkowski@d230.org>; Joe Skarbek <jskarbek@lw210.org>; Gaubatz, Julie <jgaubatz@hinsdale86.org>; Kim Kimbrough (kkimbrough@sd206.org) <kkimbrough@sd206.org>; Krista Sparrow (krista.sparrow@hsd153.org) <krista.sparrow@hsd153.org>; Fernandez, Lisa <lfernand@hinsdale86.org>; Lisa Morrow (lmorrow@sd161.org) <lmorrow@sd161.org>; Maria Wilson <mawilson@lw210.org>; Mary Meehan <mmeehan@aerosped.org>; Matthew Gibson <mgibson@hf233.org>; Matthew Lazzarotto <lazzarottom@epcusd401.org>; Michael Thomas <mthomas@evergreenpark.org>; Michelle Rogers <mrogers@mail.meridian223.org>; Mike Bennett-Tejes (mbennett@shsd151.org) <mbennett@shsd151.org>; Mike LaMantia <mlamantia@d220.org>; Miranda Traxler <traxlerm@cm201u.org>; Nagle, Kim A. (BHS) <NAGLEKA@vvsd.org>; ncampbell@joliet86.org; Nicole White <nwhite@aerosped.org>; O'Malley, Kelly <komalley@d220.org>; Orr Marvin <[REDACTED]>; Orrico, Annette <aorrico@lths.net>; Pam Guimond <p-guimond@govst.edu>; Priscilla Skalac <pskalac@olivet.edu>; Ray Stadt <ray.stadt@chsd218.org>; Rich Fullriede <rfullriede@lths.org>; Rio, Adam <rioaa@vvsd.org>; rodrigul@ccsd15.net; Sandy McKinney <smckinney@psd202.org>; Sarah Highfill <shighfill@lw210.org>; [REDACTED] Scott Collins (scollins@lhs210.net) <scollins@lhs210.net>; Sherri Mazzone <smazzone@rich227.org>; Spencer Pasero <spasero@fnal.gov>; Stacey Gorman (sgorman@d120.org) <sgorman@d120.org>; Stephanie Glover-Douglas <skglover-dou@cps.k12.il.us>; Steve Granat <sgranat@bhsd228.com>; Steve Miller <smiller@lw210.org>; Steve Trotto (strotto@aerosped.org) <strotto@aerosped.org>; Susan Dahl <sdahl@fnal.gov>; Tasha Richardson <tasharichardson2007@u.northwestern.edu>; Tim Lefler (tleffler@lhs210.net) <tleffler@lhs210.net>; Tino Villaflor <tvillaflor@jths.org>; Todd Rio <riotm@vvsd.org>; Vivian Turek <vturek@bhsd228.com>; Witt, Lisa <WittL@cm201u.org>; Zamora, Ismael <izamora@lths.net>

Subject: Re: S4 meeting minutes

Happy Almost Summer S4! I was wondering if this group can do me a favor! We are reconsidering what science course our freshman should be taking as I know many schools have moved away from having all of their freshman take Bio (ours currently take bio).

Would you mind filling out the short survey about what science courses your freshman take and what is required to graduate?

[Science course sequence survey](#)

Also, one of my friends works at Peotone HS and they are looking for a chemistry teacher. If you know of any good candidates, can you please forward their name and contact info.

Thank you and have a nice Memorial Day weekend!

Kim

On Tue, May 7, 2019 at 8:49 AM Dianne McDonald <dmcDonald@jths.org> wrote:

Good morning-

I am looking for resources that can help our physics team. How have you sequenced physics with respect to the NGSS performance expectations?

Thanks in advance for your help.

Dianne

From: Jill Alexander <jalexander@argohs.net>

Sent: Monday, May 6, 2019 2:49 PM

To: Agustin, Brian <brian.agustin@lz95.org>; Aschoff, Alexander Aschoff <aaschoff@pths209.org>; Baker Carol [REDACTED]; Bielski, Michael <mbielski@olchs.org>; Bill Johnson (bjohnso@psd202.org) <bjohnso@psd202.org>; Bob Hull <rehull@olivet.edu>; Brodkorb, Amy Brodkorb <amybrodkorb@u-46.org>; Carrie Spano (spano.carrie@marist.net) <spano.carrie@marist.net>; Chris Erickson <cerickson@d230.org>; Christine Baldwin <CBALDWIN@isd109.org>; Cyndi Gonzalez <cgonzalez@sd206.org>; Daniel J. Moore <dmoore@lw210.org>; Dave Johnson <djohnson@olchs.org>; Dave Rahtz <DRAHTZ@psd202.org>; Dawn Francis (dawn.francis@d214.org) <dawn.francis@d214.org>; Dianne McDonald <dmcDonald@jths.org>; Donna Engel <dengel@mchs.net>; Early, Amanda <aearyl@fnal.gov>; Edie Dobrez (edobrez@homewoodsciencecenter.org) <edobrez@homewoodsciencecenter.org>; Esther Mongan <esther.mongan@central301.net>; Ferris Williams <williams.ferris@district205.net>; Gregory Bays (gregory.bays@chsd117.org) <gregory.bays@chsd117.org>; Hadjimitsos, Panos (hadjimitsosp@morainevalley.edu) <hadjimitsosp@morainevalley.edu>; Jame Holt <jholt@d230.org>; Jason Okrasinski <okrasinskij@cm201u.org>; Jill Alexander <jalexander@argohs.net>; Joe Barker (jbarker@lths.net) <jbarker@lths.net>; Joe Sieczkowski (jsieczkowski@d230.org) <jsieczkowski@d230.org>; Joe Skarbek <jskarbek@lw210.org>; Julie Gaubatz <jgaubatz@hinsdale86.org>; Kim Kimbrough (kkimbrough@sd206.org) <kkimbrough@sd206.org>; Kimberly Smith <ksmith@hf233.org>; Krista Sparrow (krista.sparrow@hsd153.org) <krista.sparrow@hsd153.org>; Lisa Fernandez <lfernandez@hinsdale86.org>; Lisa Morrow (lmorrow@sd161.org) <lmorrow@sd161.org>; Maria Wilson <mawilson@lw210.org>; Mary Meehan <mmeehan@aerosped.org>; Matthew Gibson <mngibson@hf233.org>; Matthew Lazzarotto <lazzarottom@epcusd401.org>; Michael Thomas <mthomas@evergreenpark.org>; Michelle Rogers <mrogers@mail.meridian223.org>;

Mike Bennett-Tejes (mbennett@shsd151.org) <mbennett@shsd151.org>; Mike LaMantia <mlamantia@d220.org>; Miranda Traxler <traxlerm@cm201u.org>; Nagle, Kim A. (BHS) <NAGLEKA@vvsd.org>; ncampbell@joliet86.org; Nicole White <nwhite@aerosped.org>; O'Malley, Kelly <komalley@d220.org>; Orr Marvin <orrm@cm201u.org>; Orrico, Annette <aorrico@lths.net>; Pam Guimond <p-guimond@govst.edu>; Priscilla Skalac <pskalac@olivet.edu>; Ray Stadt <ray.stadt@chsd218.org>; Rich Fullriede <rfullriede@lths.org>; Rio, Adam <rioaa@vvsd.org>; rodrigul@ccsd15.net; Sandy McKinney <smckinney@psd202.org>; Sarah Highfill <shighfill@lw210.org>; scollins@lhs210.net Scott Collins (<scollins@lhs210.net> <scollins@lhs210.net>); Sherri Mazzone <smazzone@rich227.org>; Spencer Pasero <spasero@fnal.gov>; Stacey Gorman (<sgorman@d120.org> <sgorman@d120.org>); Stephanie Glover-Douglas <skglover-dou@cps.k12.il.us>; Steve Granat <sgranat@bhsd228.com>; Steve Miller <smiller@lw210.org>; Steve Trotto (<strotto@aerosped.org> <strotto@aerosped.org>); Susan Dahl <sdahl@fnal.gov>; Tasha Richardson <tasharichardson2007@u.northwestern.edu>; Tim Lefler (<tleffler@lhs210.net> <tleffler@lhs210.net>); Tino Villaflor <tvillaflor@jths.org>; Todd Rio <riotm@vvsd.org>; Vivian Turek <vturek@bhsd228.com>; Witt, Lisa <WittL@cm201u.org>; Zamora, Ismael <izamora@lths.net>

Subject: S4 meeting minutes

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Kim Smith, M.A., M.S., Ed.S.
Science Department Chair
Honors Microbiology

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Kim Smith, M.A., M.S., Ed.S.
Science Department Chair
Honors Microbiology

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Kim Smith, M.A., M.S., Ed.S.
Science Department Chair
Honors Microbiology

From: [Gaubatz, Julie](#)
To: [SHS-Science](#); [CHS-Science](#)
Subject: meeting update
Date: Tuesday, May 7, 2019 2:46:23 PM

Hi Science-types!

Dylan, Tracy, Bonner, Jim, JR, Randy, Julie, and I met with Carol, Bill, Arwen, Jess, and Eric today for our third science sequence/program team meeting. We started the meeting by opening space to discuss the various elephants in the room, including our perceptions of how the process was going, misconceptions, concerns, ideas, and an understanding that we are all focused on what would be best for our D86 students. It was a proactive way to begin the meeting so that we could understand the various issues from the department members and from the various subject areas.

We then looked at our draft science sequence goals, which we based on our discussions and the D86 Strategic Plan, to see what could be adjusted within these goals. These are still a work-in-progress. These goals aren't the only metric we're using to determine our D86 sequence, but they are helping guide our discussions.

From there, we began analyzing nine different sequences/programs to assess how well each met our draft science sequence goals, and we will continue the process next Tuesday when we meet again.

If you have any questions about the process, feel free to chat with anyone on the team.

Julie and Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*

From: [May,Julie](#)
To: [Hurt,Jessica](#)
Subject: RE: AP info
Date: Wednesday, May 1, 2019 2:50:00 PM

This should work right now. Thank you!
Julie

From: Hurt,Jessica
Sent: Wednesday, May 1, 2019 2:47 PM
To: May,Julie <jmay@hinsdale86.org>
Subject: RE: AP info

Hi Julie,
Here is what I made for our meeting a few weeks ago and it is in the materials for the Science Sequence.
[HCHS AP Science Numbers](#)

It is not disaggregated by 3, 4 or 5 as we do not use those numbers in any reporting. I can get the past three years of 3s, 4s and 5s if you would like them. Just let me know. I am wrapping up Master Schedule today so I could get to it tonight and have the numbers for you tomorrow if you would like it broken up for the past three years.

Thanks,
Jessica

From: May,Julie <jmay@hinsdale86.org>
Sent: Wednesday, May 1, 2019 2:42 PM
To: Hurt,Jessica <jhurt@hinsdale86.org>
Subject: AP info

Hi, Jessica-

Can we get numbers and scores for HCHS AP Science courses for the last 8 years or so? Both numbers of students in each course per year and how many of each score? If this is too much to ask, just let me know, and we can do more recently. And I can always tally it if you can get me the raw numbers.

Thank you!
Julie

Advanced Placement Examinations

AP Seminar	23	French Language	34
Art Drawing	8	German Language	20
Art History	10	Gov & Politcs US	89
Biology	66	Latin -- Literature	55
Calculus AB	211	Music Theory	15
Calculus BC	124	Physics 1	160
Chemistry	45	Physics 2	22
Comp Sci A	100	Physics C: Electricity and Magnetism	50
Comp Sci Principles	10	Physics C: Mechanics	50
Economics--Macro	161	Psychology	184
Economics--Micro	149	Spanish Language	39
English Language	279	Spanish Literature	18
English Literature	220	Statistics	63
Environmental Sci	120	U.S. History	321
European History	141		

NATIONAL AP SCHOLAR RECOGNITION

HINSDALE SOUTH

	AP Scholar	AP Scholar w/Honor	AP Scholar w/Distinction	National AP Scholar	TOTAL #
2014	74	43	85	22	224
2013	68	35	85	28	216
2012	59	27	90	22	198
2011	64	40	68	16	188

Total Enrollment	% of student low-income
1608	30
1690	23
1728	23
1791	20

Percentage Growth in Scholar Recognition = 119.1%

HINSDALE CENTRAL

	AP Scholar	AP Scholar w/Honor	AP Scholar w/Distinction	National AP Scholar	TOTAL #
2017	139	97	252	57	545
2016	144	95	217	57	456
2015	146	92	233	55	526
2014	157	76	212	62	507
2013	140	95	196	54	485
2012	100	73	198	56	427
2011	121	96	148	33	398

Total Enrollment	% of student low-income
2765	8
2976	6
2853	6
2806	5
2861	5
2804	4.3
2782	4

Percentage Growth in Scholar Recognition = 132.2%

From: [May, Julie](#)
To: [CHS-Science](#)
Subject: science sequence update TODAY Rm. 187
Date: Tuesday, April 23, 2019 12:01:09 PM

Hi, all!

Just a reminder to pop in today after school to Room 187 around 3:10 if you haven't had a chance to hear about the discussion at the last science sequence meeting. We just want to make sure everyone has a chance to hear if they are interested.

I am going to have to cancel the chat tomorrow after school, so if you can't make today, just let me know and we'll be sure to chat with you at a time more convenient!

Thanks!
Julie

From: [May, Julie](#)
To: [Pokorny, Lyp, Arwen](#)
Subject: Accepted: 11:45 - 1:45 Science Sequence Meeting

From: [May, Julie](#)
To: [CHS-Science](#)
Cc: [Gaubatz, Julie](#)
Subject: D86 science sequence
Date: Thursday, April 11, 2019 2:25:03 PM

Hi all!

Our next Curriculum Equity meeting focusing on the D86 science sequence is April 16th from 7:30-9:30am at CHS Room 124. The spirit of this meeting is to approach the sequence question with an open mind and a global view. We'll spend most of these two hours analyzing information on a variety of science programs and sequences, including ones we haven't considered yet. Julie Gaubatz and I will be at this meeting, along with Carol, Bill, Arwen, Eric, and Jessica. As mentioned previously, we have also invited science teachers from Central and South – our representatives at this meeting will be JR Paige, Dylan Canavan and Jim Vetrone.

As mentioned previously, we'd like to invite all teachers who are interested in helping with this decision to gather information on (i) various science programs and sequences, and (ii) science courses, programs, experiences that could impact college and careers for all students. If you find anything that could open discussions or new avenues, or info that would support ideas you feel are important, send links or documents my way prior to April 16th. I know several of you have already sent things my way, so thank you!!!

I'll keep you updated on our progress. If you have any questions, ideas, or concerns, feel free to let me know. 😊

Julie

From: [Baker,Carol](#)
To: [Pokorny Lyp,Arwen](#); [Jasculca,Chris](#); [Gaubatz,Julie](#); [May,Julie](#)
Subject: RE: District academic curriculum and renewal policy
Date: Wednesday, December 4, 2019 4:24:06 PM
Attachments: [image001.png](#)

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: Pokorny Lyp,Arwen <apokorny@hinsdale86.org>
Sent: Wednesday, December 4, 2019 4:16 PM
To: Jasculca,Chris <cjasculc@hinsdale86.org>; Baker,Carol <cbaker@hinsdale86.org>; Gaubatz,Julie <jgaubatz@hinsdale86.org>; May,Julie <jmay@hinsdale86.org>
Subject: RE: District academic curriculum and renewal policy

Hi everyone,

The way I would answer this questions is:

A few years ago we had a course called “Multimedia Innovations” in the Business Department. When content was added to the course, we changed the name to “Multimedia Innovations and App Design”. This was not subject to the new course process – it was a name change to reflect the changes that had been made to the curriculum.

Other thoughts from anyone else?

And...that policy needs to be updated to reflect current practice. We don't have CLT or use the term APCIA any longer.

Arwen

From: Jasculca,Chris <cjasculc@hinsdale86.org>

From: [May, Julie](#)
To: [Walsh, William](#)
Subject: Declined: Science Sequence Interview for Devils" Advocate

Unfortunately, that time does not work for me. I am open on Friday in that time period, if needed.
Julie

From: [May, Julie](#)
To: [Regnier, Jennifer](#)
Subject: RE: late start meeting on Monday
Date: Friday, November 1, 2019 11:47:00 AM

Yep! It's on my calendar.
Julie

Julie May
Science Department Chair
Hinsdale Central High School

From: Regnier, Jennifer
Sent: Friday, November 1, 2019 10:51 AM
To: May, Julie <jmay@hinsdale86.org>
Subject: late start meeting on Monday

Hi Julie,
Hoping Monday morning still works for you to come and talk about the new science sequence for freshmen? We meet in room 124B. Thanks!
Jen

Jennifer A. Regnier

Director of Counseling & Social Work
Hinsdale Central High School
55th & Grant Streets
Hinsdale, IL 60521
(630) 570-8250
jregnier@hinsdale86.org

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From: [Prentiss, Tamara](#)
To: [May, Julie](#)
Cc: [Pollak, Nancy](#)
Subject: RE: connect with your department
Date: Thursday, October 24, 2019 7:06:12 PM
Attachments: [image001.png](#)

Thanks Julie!

TP

From: May, Julie <jmay@hinsdale86.org>
Sent: Thursday, October 24, 2019 5:44 PM
To: Prentiss, Tamara <tprentis@hinsdale86.org>
Cc: Pollak, Nancy <npollak@hinsdale86.org>
Subject: RE: connect with your department

Of course!

Our next department meeting is November 6, at 3:10 in Room 187.

Join us!

Julie

Julie May
Science Department Chair
Hinsdale Central High School

From: Prentiss, Tamara
Sent: Thursday, October 24, 2019 4:01 PM
To: May, Julie <jmay@hinsdale86.org>
Cc: Pollak, Nancy <npollak@hinsdale86.org>
Subject: connect with your department

Hi Julie,

Would it be possible for Nancy and I to attend your next department meeting? We would like to just check-in and share our thanks for their extra efforts on this science sequence journey.

Let me know,

TP

Tammy Prentiss, Ed.S.
Superintendent
Hinsdale Township High School District 86
630-655-6110



@SuptPrentiss

“Remember, happiness is not just a mood- it’s a work ethic”

~Shawn Achor, *The Happiness Advantage*

From: [May, Julie](#)
To: [Baker, Carol](#)
Subject: Accepted: Science Sequence Rollout

From: [Baker,Carol](#)
To: [Prentiss,Tamara](#); [May,Julie](#); [Gaubatz,Julie](#); [Martzolf,Eric](#)
Subject: Science Sequence Rollout

Good Morning,

This meeting is to review the plans for the new science sequence rollout before it is presented to the board and public as part of the Academic Report on the 23rd.

Thanks,

Carol

From: [May, Julie](#)
To: [Martzolf, Eric](#)
Subject: Accepted: Science Sequence Board of Ed presentation

From: [Baker,Carol](#)
To: [Martzolf,Eric](#)
Subject: RE: Science sequence conversation
Date: Tuesday, March 19, 2019 9:02:00 PM

Thanks!

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org

From: Martzolf,Eric <emartzolf@hinsdale86.org>
Sent: Tuesday, March 19, 2019 4:49 PM
To: Baker,Carol <cbaker@hinsdale86.org>; Hurt,Jessica <jhurt@hinsdale86.org>; Pokorny Lyp,Arwen <apokorny@hinsdale86.org>; Walsh,William <wwalsh@hinsdale86.org>; May,Julie <jmay@hinsdale86.org>; Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: RE: Science sequence conversation

All,

I reserved the Black & Gold room for this meeting.

Eric

-----Original Appointment-----

From: Baker,Carol
Sent: Tuesday, March 19, 2019 4:37 PM
To: Hurt,Jessica; Martzolf,Eric; Pokorny Lyp,Arwen; Walsh,William; May,Julie; Gaubatz,Julie
Subject: Science sequence conversation
When: Thursday, April 4, 2019 11:15 AM-12:45 PM (UTC-06:00) Central Time (US & Canada).
Where: South TBD

Eric, can you please find us a place to meet, thanks!

From: [Prentiss, Tamara](#)
To: [Baker, Carol](#)
Subject: Accepted: Science Sequence Rollout

From: [Prentiss, Tamara](#)
To: [Baker, Carol](#)
Subject: Accepted: Science Sequence Rollout

Need different time

From: [Gaubatz, Julie](#)
To: [Baker, Carol](#)
Subject: Accepted: Science Sequence Rollout

From: [Gaubatz, Julie](#)
To: [Baker, Carol](#)
Subject: Accepted: Science Sequence Rollout

From: [Baker,Carol](#)
To: [Martzolf,Eric](#)
Subject: Accepted: Science Sequence Board of Ed presentation

From: [Prentiss, Tamara](mailto:Prentiss.Tamara)
To: [Baker, Carol](mailto:Baker.Carol); [Walsh, William](mailto:Walsh.William); [Pokorny Lyp, Arwen](mailto:Pokorny.Lyp.Arwen); [Hurt, Jessica](mailto:Hurt.Jessica); [Martzolf, Eric](mailto:Martzolf.Eric)
Subject: Fwd: Curriculum Alignment Question
Date: Wednesday, August 7, 2019 12:43:05 PM

FYI

Sent from my iPhone
Tammy Prentiss

Begin forwarded message:

Resent-From: <boe@hinsdale86.org>
From: "Pollak, Nancy" <npollak@hinsdale86.org>
Date: August 7, 2019 at 12:32:53 PM CDT
To: [REDACTED]
Cc: BOE <boe@hinsdale86.org>
Subject: Curriculum Alignment Question

Dear [REDACTED],

At the May 6th BOE meeting there was a comprehensive presentation on the Strategic Plan which is listed under agenda item 4.1. Unfortunately this is not available in video format due to a technical problem with live stream. The minutes, as always, are available in Board Docs. During this presentation Dr. Baker discussed the status and timing for the implementation of goal 1: Student Growth and Achievement which curriculum alignment is a part. While we are in the process of a massive overhaul of all curriculum work, it will never really be completed because it is a continuous improvement model. Upon completion of this current initiative all curriculum will be put on a cadence and will be examined, evaluated, and updated if appropriate on a regular basis. However, it is truly unique that we are tackling all departments at the same time.

To be clear, the BOE adopted the strategic plan in May of 2018. Curriculum alignment was always part of that plan and it was always intended to be a 5 year implementation. The previous BOE wanted an aggressive, accelerated implementation timetable. This, however, was an impossible goal for several reasons:

1. The 2018/19 school year BOE meeting agenda was filled with questions. Questions about what leadership structure was best. About what cuts we had to implement if the second referendum failed.

2. The implementation of our strategic plan was paused for all 5 goal areas. That isn't an excuse. It is the reality.

Once the referendum passed in April the BOE had yet more questions in front of us:

1. New BOE seated 4/24
2. New Superintendent 4/24

It was at this point we hit pause to determine our path forward. It was clear after meetings with teachers and receiving feedback via prep periods and a BOE survey that this accelerated timetable would not work. In order for this work to be successful we must have our teachers as an integral part of this process. This work requires an intensive amount of teacher voice and teacher participation at the table. Further, we wanted to engage our Feeder Districts. This pause has enabled our Administrative team to reach out to our Feeder Districts and for the very first time partner with them around both mathematics and world languages curricula.

I can assure you that work is and has been occurring. Science is the first content area being studied.

The first thing that had to be determined was the sequencing of science courses. Late spring there were community focus groups around this work, it has continued this summer, and staff is returning this fall to be updated. The science sequence report is slated for the October BOE meeting. Spoiler alert. The recommendation to the community last spring was a physics first curriculum at both schools.

Please understand just because we are working on alignment doesn't mean students won't continue to receive an exemplary education at both D86 schools. Any good organization like ours is always striving for internal review and continuous improvement.

In regards to your question about graphics, I spoke with Mr. John Madden, Department Chair for both schools. The introductory course in both the Art Department at South and the Technology Department at Central focuses on introducing the student to the Adobe Creative Suite. This is similar to a few years back when photography was in the Art Department at South but the Technology Department at Central. This has since changed and photography currently resides in the Art Department at both schools. My guess is the Central graphics program will move to the Art Department after the alignment, but that is only a guess. Mr. Madden is happy to work with you to explain the program and discuss options for

your [REDACTED] to ensure [REDACTED] has the opportunities [REDACTED] desires at Hinsdale South.
He can be reached at jmadden@hinsdale86.org.

Enjoy the last few days of summer. If you would like to discuss this further, please reach out to me and we can schedule a time to meet.

Nancy Pollak
Board Member
HTHS D86

From: [Prentiss, Tamara](#)
To: [Walsh, William](#); [Martzolf, Eric](#); [Baker, Carol](#)
Cc: [Pokorny Lyp, Arwen](#)
Subject: RE: Science Sequence Update
Date: Friday, June 28, 2019 11:44:32 AM
Attachments: [image001.png](#)

I can make that work! Please send out a calendar invite!

TP

From: Walsh, William <wwalsh@hinsdale86.org>
Sent: Friday, June 28, 2019 10:53 AM
To: Martzolf, Eric <emartzolf@hinsdale86.org>; Prentiss, Tamara <tprentis@hinsdale86.org>; Baker, Carol <cbaker@hinsdale86.org>
Cc: Pokorny Lyp, Arwen <apokorny@hinsdale86.org>
Subject: Re: Science Sequence Update

Eric

That date works for me.

Thank you

William Walsh
Principal, Hinsdale Central High School
630.570.8210
[@ThisIsHCHS](#)

From: Martzolf, Eric
Sent: Friday, June 28, 2019 9:23:17 AM
To: Prentiss, Tamara; Baker, Carol
Cc: Pokorny Lyp, Arwen; Walsh, William
Subject: Science Sequence Update

Good morning!

Julie, Julie and the science teachers have been working hard at developing the new course sequence and identifying the standards that will go with each. We would like an opportunity to update you on where we are and make sure you all are on board with the direction we are moving, get your feedback and answer any questions you may have before we proceed any further.

Given the hectic summer schedules, it so happens that Julie, Julie and I are all available on Friday, July 12th. Would it be possible to have a meeting from 9-10 that morning to update you and get your feedback on the work?

Thank you,
Eric

Thank you,

Eric Martzolf
Assistant Principal, Hinsdale South High School
Director of Assessment and Evaluation, Hinsdale Township High School D86
T: 630.468.4215 F: 630.920.8649



From: [Baker,Carol](#)
To: [Martzolf,Eric](#); [Prentiss,Tamara](#)
Cc: [Pokorny Lyp,Arwen](#); [Walsh,William](#)
Subject: RE: Science Sequence Update
Date: Friday, June 28, 2019 9:27:00 AM
Attachments: [image003.png](#)
[image004.png](#)

I am available, thanks!

Dr. Carol K. Baker

Chief Academic Officer
Assistant Superintendent for Academics
Hinsdale Township High School District 86
cbaker@hinsdale86.org



From: Martzolf,Eric <emartzolf@hinsdale86.org>
Sent: Friday, June 28, 2019 9:23 AM
To: Prentiss,Tamara <tprentis@hinsdale86.org>; Baker,Carol <cbaker@hinsdale86.org>
Cc: Pokorny Lyp,Arwen <apokorny@hinsdale86.org>; Walsh,William <wwalsh@hinsdale86.org>
Subject: Science Sequence Update

Good morning!

Julie, Julie and the science teachers have been working hard at developing the new course sequence and identifying the standards that will go with each. We would like an opportunity to update you on where we are and make sure you all are on board with the direction we are moving, get your feedback and answer any questions you may have before we proceed any further.

Given the hectic summer schedules, it so happens that Julie, Julie and I are all available on Friday, July 12th. Would it be possible to have a meeting from 9-10 that morning to update you and get your feedback on the work?

Thank you,
Eric

Thank you,

Eric Martzolf
Assistant Principal, Hinsdale South High School

Director of Assessment and Evaluation, Hinsdale Township High School D86
T: 630.468.4215 F: 630.920.8649



From: [Baker,Carol](#)
To: [Martzolf,Eric](#); [Prentiss,Tamara](#)
Cc: [Pokorny Lyp,Arwen](#)
Subject: RE: D86 Science Sequence
Date: Tuesday, May 14, 2019 3:55:00 PM
Attachments: [image003.png](#)
[image004.png](#)

Agreed! The entire team has been phenomenal!

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: Martzolf,Eric <emartzolf@hinsdale86.org>
Sent: Tuesday, May 14, 2019 3:49 PM
To: Prentiss,Tamara <tprentis@hinsdale86.org>
Cc: Pokorny Lyp,Arwen <apokorny@hinsdale86.org>; Baker,Carol <cbaker@hinsdale86.org>
Subject: D86 Science Sequence

Good afternoon Tammy,

As the self-appointed Director District 86 of STEM Initiatives, I just wanted to take a moment and let you know how awesome Julie Gaubatz and Julie May have been, as well as the teachers from each building. The collaboration that we have witnessed has been great! When you get a chance, please let me know and we can update you on the progress and the model that each will be sharing with their departments.

Thank you,

Eric Martzolf

Assistant Principal, Hinsdale South High School

Director of District 86 STEM Initiatives(self-appointed)

Director of Assessment and Evaluation, Hinsdale Township High School D86

T: 630.468.4215 F: 630.920.8649



From: [Prentiss, Tamara](#)
To: [Martzolf, Eric](#)
Subject: RE: Science Sequence Update
Date: Monday, July 1, 2019 12:54:00 PM
Attachments: [image001.png](#)

Thank you!

From: Martzolf, Eric <emartzolf@hinsdale86.org>
Sent: Monday, July 1, 2019 12:30 PM
To: Prentiss, Tamara <tprentis@hinsdale86.org>
Subject: RE: Science Sequence Update

Tammy,

I sent you the invite in the event your plans change. If not, we will definitely get you caught up.

Eric

From: Prentiss, Tamara
Sent: Friday, June 28, 2019 12:13 PM
To: Walsh, William <wwalsh@hinsdale86.org>; Martzolf, Eric <emartzolf@hinsdale86.org>;
Baker, Carol <cbaker@hinsdale86.org>
Cc: Pokorny Lyp, Arwen <apokorny@hinsdale86.org>
Subject: RE: Science Sequence Update

Sorry.. actually it doesn't work for me.. but do not let me hold up this meeting.. I can get caught up!

From: Walsh, William <wwalsh@hinsdale86.org>
Sent: Friday, June 28, 2019 10:53 AM
To: Martzolf, Eric <emartzolf@hinsdale86.org>; Prentiss, Tamara <tprentis@hinsdale86.org>;
Baker, Carol <cbaker@hinsdale86.org>
Cc: Pokorny Lyp, Arwen <apokorny@hinsdale86.org>
Subject: Re: Science Sequence Update

Eric

That date works for me.

Thank you

William Walsh
Principal, Hinsdale Central High School
630.570.8210
[@ThisIsHCHS](#)

From: [Gaubatz,Julie](#)
To: [Baker,Julie](#)
Subject: RE: meeting update
Date: Tuesday, May 7, 2019 2:56:00 PM

Yes it is. 😊

Julie Gaubatz
630-468-4500

From: Baker,Julie
Sent: Tuesday, May 7, 2019 2:55 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: RE: meeting update

Thanks, Julie!

Is one of your 9 sequences “student choice”, the Hinsdale Central model? By this I mean where students take the course that best meets their needs when they need it, and not a pre-determined sequence.

Julie Baker
Chemistry Teacher
Hinsdale Central High School
630-570-8506

From: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Sent: Tuesday, May 7, 2019 2:46 PM
To: SHS-Science <SHS-Science@hinsdale86.org>; CHS-Science <CHS-Science@hinsdale86.org>
Subject: meeting update

Hi Science-types!

Dylan, Tracy, Bonner, Jim, JR, Randy, Julie, and I met with Carol, Bill, Arwen, Jess, and Eric today for our third science sequence/program team meeting. We started the meeting by opening space to discuss the various elephants in the room, including our perceptions of how the process was going, misconceptions, concerns, ideas, and an understanding that we are all focused on what would be best for our D86 students. It was a proactive way to begin the meeting so that we could understand the various issues from the department members and from the various subject areas.

We then looked at our draft science sequence goals, which we based on our discussions and the D86 Strategic Plan, to see what could be adjusted within these goals. These are still a work-in-progress. These goals aren't the only metric we're using to determine our D86 sequence, but they are helping guide our discussions.

From there, we began analyzing nine different sequences/programs to assess how well

each met our draft science sequence goals, and we will continue the process next Tuesday when we meet again.

If you have any questions about the process, feel free to chat with anyone on the team.

Julie and Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*

From: [Gaubatz, Julie](#)
To: [Luepke, Judi](#)
Subject: RE: Freshman Placements
Date: Thursday, October 31, 2019 12:22:00 PM
Attachments: [image002.png](#)

Hi Judi

I know we'll talk sometime soon! 😊

We had our board meeting and received their approval to move to a district-wide science sequence – it's a change for both schools, so I'm glad to have such willing teachers to dig in and figure things out (not that it's easy, not by a long shot). I thought you might like to see the update.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Physics: Physics in the Universe --OR-- Physics Honors: Physics in the Universe	Chemistry: Chemistry of Earth Systems --OR-- Chemistry Honors: Chemistry of Earth Systems	Biology: Biology of the Living Earth --OR-- Advanced Placement Biology	<u>Capstones:</u> Anatomy & Physiology Earth Science <u>Advanced Placement:</u> AP Biology AP Chemistry AP Environmental Sci AP Physics C AP Physics C-M AP Research AP Seminar
	<u>Can be concurrent:</u> AP Physics C AP Physics C-M AP Seminar	<u>Can be concurrent:</u> Anatomy & Physiology Earth Science (capstone) AP Chemistry AP Environmental Science AP Physics C AP Physics C-M AP Research AP Seminar	

Talk with you soon!

Julie

Julie Gaubatz
 630-468-4500

From: Gaubatz, Julie
Sent: Tuesday, October 15, 2019 7:32 AM
To: Luepke, Judi <jluepke@dist113.org>
Subject: RE: Freshman Placements

Hi Judi!

So sorry for my late reply! Here are the options we have for next year – this is new, and it appears that CHS is also moving to this PCB sequence – we think we are all on the same page, but we'll see if it comes to fruition.

- Physics Honors: Physics in the Universe – for freshmen who are in Geometry or higher
- Physics: Physics in the Universe – for freshmen who are in Algebra I or lower
- Physics Applied: Physics in the Universe – for self-contained special education students

We no longer have a lower level of freshman (or any) science course for non-special education students. This has been good, but it's also difficult... One thing we were allotted, and it may not last for long, are interventionists to help with students who struggle in the regular level courses. These are science teachers who act as rotating co-teachers or tutors. This has been a HUGE help. Here is how it works – I have two teachers who split three periods of intervention, so Randy teaches 4 classes instead of 5 and Dana teaches 3 classes instead of 5. I've arranged it so that when Dana is teaching, Randy is free and vice versa. Teachers can then sign up for one of them to co-teach if they have a lab or group work coming up, or the interventionist can also pull students out individually or in a small group to another room for either extension or remediation. Or, at the teacher's request, students can come in for tutoring (or going over a test or study guide) on their lunches or study halls.

Period	1	2	3	4/5	6/7	9	10
Randy	Class	Class		Class			Class
Dana			Class		Class		

That's what we've got for now. I hope we can keep it. It's hard to find a solution for struggling students that doesn't create a different problem...

I hope this makes sense - I can also give you a call later today – just let me know!

Julie

Julie Gaubatz
630-468-4500

From: Luepke, Judi [<mailto:jluepke@dist113.org>]
Sent: Tuesday, October 8, 2019 1:01 PM
To: Gaubatz,Julie <jgaubatz@hinsdale86.org>
Subject: Freshman Placements

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Hi Julie,

Just checking to find out what you do with incoming freshmen who need lots of support coming into the high school--those with significant IEPs and 504s, ELLs, etc. that do not receive direct instruction in SpEd. Do you offer co-taught classes, survey classes, etc.? Thanks! Working on a potential change in how we handle this....

Judi

Judi Luepke

**Deerfield High School
Science Department Chair
1959 Waukegan Rd.
Deerfield, IL 60015
224-632-3261**

Live the Warrior Way!



From: [Gaubatz, Julie](#)
To: [Jill Alexander <jalexander@argohs.net>](mailto:jalexander@argohs.net) (jalexander@argohs.net)
Subject: an update on sequences
Date: Thursday, October 31, 2019 12:15:00 PM
Attachments: [image001.png](#)

Hi Jill

I'm updating a few of my colleagues who were valuable to me when South was looking at sequences and eventually implemented a modified-Physics first sequence – you were such a big help, and I thought you'd like to see this. We had a board meeting last week and received approval to move ahead with a district-wide science sequence for both South and Central. This is a link to the [slides](#) we presented. It's definitely not without its challenges and in- and out-of-house distractors, especially since it's so newly publicized. It's a change in curriculum for both schools, and it's a huge project as you can imagine.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Physics: Physics in the Universe --OR-- Physics Honors: Physics in the Universe	Chemistry: Chemistry of Earth Systems --OR-- Chemistry Honors: Chemistry of Earth Systems	Biology: Biology of the Living Earth --OR-- Advanced Placement Biology	Capstones: Anatomy & Physiology Earth Science Advanced Placement: AP Biology AP Chemistry AP Environmental Sci AP Physics C AP Physics C-M AP Research AP Seminar
	<u>Can be concurrent:</u> AP Physics C AP Physics C-M AP Seminar	<u>Can be concurrent:</u> Anatomy & Physiology Earth Science (capstone) AP Chemistry AP Environmental Science AP Physics C AP Physics C-M AP Research AP Seminar	

Just thought I'd share in case its helpful to you in some way. Feel free to call if you want to hear more about how things are processing. 😊

Julie

Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500

From: [Gaubatz, Julie](#)
To: [Kimbrough, Kimberly](#)
Subject: RE: S4 meeting minutes
Date: Thursday, October 31, 2019 12:07:00 PM
Attachments: [image003.png](#)

Hi Kim

We had our board meeting last week and received their approval to move ahead with a district-wide science sequence. It's a huge project, and I'd be happy to share how the committee got here and where we're going. This is a link to the [slides](#) we presented.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Physics: Physics in the Universe --OR-- Physics Honors: Physics in the Universe	Chemistry: Chemistry of Earth Systems --OR-- Chemistry Honors: Chemistry of Earth Systems	Biology: Biology of the Living Earth --OR-- Advanced Placement Biology	Capstones: Anatomy & Physiology Earth Science Advanced Placement: AP Biology AP Chemistry AP Environmental Sci AP Physics C AP Physics C-M AP Research AP Seminar
	<u>Can be concurrent:</u> AP Physics C AP Physics C-M AP Seminar	<u>Can be concurrent:</u> Anatomy & Physiology Earth Science (capstone) AP Chemistry AP Environmental Science AP Physics C AP Physics C-M AP Research AP Seminar	

Give me a call later if you'd like!

Julie

Julie Gaubatz
 630-468-4500

From: Kimbrough, Kimberly [mailto:kimbrough@sd206.org]
Sent: Wednesday, July 31, 2019 11:43 AM
To: Kimberly Smith <ksmith@hf233.org>
Cc: Dianne McDonald <dmcdonald@jths.org>; Jill Alexander <jalexander@argohs.net>; Agustin, Brian <brian.agustin@lz95.org>; Aschoff, Alexander Aschoff <aaschoff@pths209.org>; Baker Carol [REDACTED]; Bielski, Michael <mbielski@olchs.org>; Bill Johnson (bijohnso@psd202.org) <bijohnso@psd202.org>; Bob Hull <rehull@olivet.edu>; Brodkorb, Amy Brodkorb <amybrodkorb@u-46.org>; Carrie Spano (spano.carrie@marist.net) <spano.carrie@marist.net>; Chris Erickson <cerickson@d230.org>; Christine Baldwin <CBALDWIN@isd109.org>; Daniel J. Moore <dmoore@lw210.org>; Dave Johnson <djohnson@olchs.org>; Dave Rahtz <DRAHTZ@psd202.org>; Dawn Francis (dawn.francis@d214.org) <dawn.francis@d214.org>; Donna Engel <dengel@mchs.net>; Early, Amanda <aearly@fnal.gov>; Edie Dobrez (edobrez@homewoodsciencecenter.org) <edobrez@homewoodsciencecenter.org>; Esther Mongan <esther.mongan@central301.net>; Ferris Williams <williams.ferris@district205.net>;

Gregory Bays (gregory.bays@chsd117.org) <gregory.bays@chsd117.org>; Hadjimitsos, Panos (hadjimitsosp@morainevalley.edu) <hadjimitsosp@morainevalley.edu>; Jame Holt <jholt@d230.org>; Jason Okrasinski <okrasinskij@cm201u.org>; Joe Barker (jbarker@lths.net) <jbarker@lths.net>; Joe Sieczkowski (jsieczkowski@d230.org) <jsieczkowski@d230.org>; Joe Skarbek <jskarbek@lw210.org>; Gaubatz, Julie <jgaubatz@hinsdale86.org>; Krista Sparrow (krista.sparrow@hsd153.org) <krista.sparrow@hsd153.org>; Fernandez, Lisa <lfernand@hinsdale86.org>; Lisa Morrow (lmorrow@sd161.org) <lmorrow@sd161.org>; Maria Wilson <mawilson@lw210.org>; Mary Meehan <mmeehan@aerosped.org>; Matthew Gibson <mgibson@hf233.org>; Matthew Lazzarotto <lazzarottom@epcusd401.org>; Michael Thomas <mthomas@evergreenpark.org>; Michelle Rogers <mrogers@mail.meridian223.org>; Mike Bennett-Tejes (mbennett@shsd151.org) <mbennett@shsd151.org>; Mike LaMantia <mlamantia@d220.org>; Miranda Traxler <traxlerm@cm201u.org>; Nagle, Kim A. (BHS) <NAGLEKA@vvsd.org>; ncampbell@joliet86.org; Nicole White <nwhite@aerosped.org>; O'Malley, Kelly <komalley@d220.org>; Orr Marvin [REDACTED]; Orrico, Annette <aorrico@lths.net>; Pam Guimond <p-guimond@govst.edu>; Priscilla Skalac <pskalac@olivet.edu>; Ray Stadt <ray.stadt@chsd218.org>; Rich Fullriede <rfullriede@lths.org>; Rio, Adam <rioaa@vvsd.org>; rodrigul@ccsd15.net; Sandy McKinney <smckinney@psd202.org>; Sarah Highfill <shighfill@lw210.org>; [REDACTED] Scott Collins (scollins@lhs210.net) <scollins@lhs210.net>; Sherri Mazzone <smazzone@rich227.org>; Spencer Pasero <spasero@fnal.gov>; Stacey Gorman (sgorman@d120.org) <sgorman@d120.org>; Stephanie Glover-Douglas <skglover-dou@cps.k12.il.us>; Steve Granat <sgranat@bhsd228.com>; Steve Miller <smiller@lw210.org>; Steve Trotto (strotto@aerosped.org) <strotto@aerosped.org>; Susan Dahl <sdahl@fnal.gov>; Tasha Richardson <tasharichardson2007@u.northwestern.edu>; Tim Lefler (tleffler@lhs210.net) <tleffler@lhs210.net>; Todd Rio <riotm@vvsd.org>; Vivian Turek <vturek@bhsd228.com>; Witt, Lisa <WittL@cm201u.org>; Zamora, Ismael <izamora@lths.net>
Subject: Re: S4 meeting minutes

Hello Colleagues,

Thank you, Kimberly, for the idea. ISA is forcing me to think outside the box as well as look at course sequencing.

Click the link to complete the survey:

<https://forms.gle/4thhoSDQXmylg2tw8>

Respectfully,

Kim K

On Fri, May 24, 2019 at 10:53 AM Kimberly Smith <ksmith@hf233.org> wrote:

Happy Almost Summer S4! I was wondering if this group can do me a favor! We are reconsidering what science course our freshman should be taking as I know many schools have moved away from having all of their freshman take Bio (ours currently take bio). Would you mind filling out the short survey about what science courses your freshman take and what is required to graduate?

[Science course sequence survey](#)

Also, one of my friends works at Peotone HS and they are looking for a chemistry teacher. If you know of any good candidates, can you please forward their name and contact info.

Thank you and have a nice Memorial Day weekend!

Kim

On Tue, May 7, 2019 at 8:49 AM Dianne McDonald <dmcDonald@jths.org> wrote:

Good morning-

I am looking for resources that can help our physics team. How have you sequenced physics with respect to the NGSS performance expectations?

Thanks in advance for your help.

Dianne

From: Jill Alexander <jalexander@argohs.net>

Sent: Monday, May 6, 2019 2:49 PM

To: Agustin, Brian <brian.agustin@lz95.org>; Aschoff, Alexander Aschoff <aaschoff@pths209.org>; Baker Carol <[REDACTED]>; Bielski, Michael <mbielski@olchs.org>; Bill Johnson (bijohnso@psd202.org) <bijohnso@psd202.org>; Bob Hull <rehull@olivet.edu>; Brodkorb, Amy Brodkorb <amybrodkorb@u-46.org>; Carrie Spano (spano.carrie@marist.net) <spano.carrie@marist.net>; Chris Erickson <cerickson@d230.org>; Christine Baldwin <CBALDWIN@isd109.org>; Cyndi Gonzalez <cgonzalez@sd206.org>; Daniel J. Moore <dmoore@lw210.org>; Dave Johnson <djohnson@olchs.org>; Dave Rahtz <DRAHTZ@psd202.org>; Dawn Francis (dawn.francis@d214.org) <dawn.francis@d214.org>; Dianne McDonald <dmcDonald@jths.org>; Donna Engel <dengel@mchs.net>; Early, Amanda <aearyl@fnal.gov>; Edie Dobrez (edobrez@homewoodsciencecenter.org) <edobrez@homewoodsciencecenter.org>; Esther Mongan <esther.mongan@central301.net>; Ferris Williams <williams.ferris@district205.net>; Gregory Bays (gregory.bays@chsd117.org) <gregory.bays@chsd117.org>; Hadjimitsos, Panos (hadjimitsosp@morainevalley.edu) <hadjimitsosp@morainevalley.edu>; Jame Holt <jholt@d230.org>; Jason Okrasinski <okrasinskij@cm201u.org>; Jill Alexander <jalexander@argohs.net>; Joe Barker (jbarker@lths.net) <jbarker@lths.net>; Joe Sieczkowski (jsieczkowski@d230.org) <jsieczkowski@d230.org>; Joe Skarbek <jskarbek@lw210.org>; Julie Gaubatz <jgaubatz@hinsdale86.org>; Kim Kimbrough (kkimbrough@sd206.org) <kkimbrough@sd206.org>; Kimberly Smith <ksmith@hf233.org>; Krista Sparrow (krista.sparrow@hsd153.org) <krista.sparrow@hsd153.org>; Lisa Fernandez <lfernandez@hinsdale86.org>; Lisa Morrow (lmorrow@sd161.org) <lmorrow@sd161.org>; Maria Wilson <mawilson@lw210.org>; Mary Meehan <mmeehan@aerosped.org>; Matthew Gibson <mgibson@hf233.org>; Matthew Lazzarotto <lazzarottom@epcusd401.org>; Michael Thomas <mthomas@evergreenpark.org>; Michelle Rogers <mrogers@mail.meridian223.org>; Mike Bennett-Tejes (mbennett@shsd151.org) <mbennett@shsd151.org>; Mike LaMantia <mlamantia@d220.org>; Miranda Traxler <traxlerm@cm201u.org>; Nagle, Kim A. (BHS) <NAGLEKA@vvsd.org>;

ncampbell@joliet86.org; Nicole White <nwhite@aerosped.org>; O'Malley, Kelly <komalley@d220.org>; Orr Marvin [REDACTED]; Orrico, Annette <aorrico@lths.net>; Pam Guimond <p-guimond@govst.edu>; Priscilla Skalac <pskalac@olivet.edu>; Ray Stadt <ray.stadt@chsd218.org>; Rich Fullriede <rfullriede@lths.org>; Rio, Adam <rioaa@vvsd.org>; rodrigul@ccsd15.net; Sandy McKinney <smckinney@psd202.org>; Sarah Highfill <shighfill@lw210.org>; [REDACTED] Scott Collins (<scollins@lhs210.net> <scollins@lhs210.net>); Sherri Mazzone <smazzone@rich227.org>; Spencer Pasero <spasero@fnal.gov>; Stacey Gorman (<sgorman@d120.org> <sgorman@d120.org>); Stephanie Glover-Douglas <skglover-dou@cps.k12.il.us>; Steve Granat <sgranat@bhsd228.com>; Steve Miller <smiller@lw210.org>; Steve Trotto (<strotto@aerosped.org> <strotto@aerosped.org>); Susan Dahl <sdahl@fnal.gov>; Tasha Richardson <tasharichardson2007@u.northwestern.edu>; Tim Lefler (<tleffler@lhs210.net> <tleffler@lhs210.net>); Tino Villaflor <tvillaflor@jths.org>; Todd Rio <riotm@vvsd.org>; Vivian Turek <vturek@bhsd228.com>; Witt, Lisa <WittL@cm201u.org>; Zamora, Ismael <izamora@lths.net>
Subject: S4 meeting minutes

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Kim Smith, M.A., M.S., Ed.S.
Science Department Chair
Honors Microbiology

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Kimberly Kimbrough, M.S.Ed.
District Science Coordinator
708.755.1122 ext. 2252
kkimbrough@sd206.org

"Nobody rises to low expectations."

Calvin Lloyd



HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1

D86 Science Program



Plan: Strategic Plan Goal 1

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



Plan: D86 Science Program Committee

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



Study: Meetings and Tasks

April 4: Admin + DCs
April 16: Full team
April 29: Full team
May 6: Full team
May 14: Full team
May 22: Full team
May 29: Full team
May 29: Parents, students, 2
board members
May 31: Full team
June 24: Physics Ts
June 26: Full team
July 12: Admin + DCs

1. Determine D86 Science Program goals
2. Analyze numerous science sequences
3. Incorporate science teacher feedback
4. Gather feedback from a selection of D86 students and parents
5. D86 Physics teachers determine physics course offerings
6. Refine D86 Science Program



Study: D86 Science Program Goals

GOAL 1 (ALIGNMENT)	GOAL 3 (COLLEGE/CAREER)	GOAL 5 (STUDENT CHOICE)
<p>Align course fees, texts, objectives, semester exams, anchor assessments.</p>	<p>Align courses with college and career opportunities.</p> <ul style="list-style-type: none">- Increase AP enrollment- Increase # of students passing AP exams- Enrollment in capstone course(s)- Provide junior/senior courses matching high demand careers/student interests- Courses are acceptable to colleges	<p>Provide informed student choice in coursework junior and senior year.</p> <ul style="list-style-type: none">- Provide options for 11-12 specialization- Support level changes
GOAL 2 (BIG IDEAS, INTEREST)	GOAL 4 (STRUCTURE)	GOAL 6 (SEL)
<p>Increase student exposure to and interest in core sciences.</p> <ul style="list-style-type: none">- Student experience more core sciences- Students experience more NGSS- Students enroll in more than the required 2 yrs of science, or the 3 yrs suggested by colleges	<p>Create a strategic and coherent science program.</p> <ul style="list-style-type: none">- One course leads to another in terms of knowledge, skills, and in building interest- Courses align intuitively- Courses reflect student developmental level- Maximize teacher expertise	<p>Increase SEL considerations for students and parents.</p> <ul style="list-style-type: none">- Decrease confusion on course selection- Decrease perceived need for tutoring- Support student ability to change levels- Support academic risk-taking- Courses address academic needs



Study: Sequences Analyzed

- 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 Phys - Chem - Bio)
- California Model 2 (Earth Science integrated into Bio - Chem - Phys)
- Open-Enrollment (similar to HCHS)
- Multiple course pathways (New Trier Model)
- Traditional sequencing (similar to Stevenson and others, Biology - Chem - Phys)
- PCB (Similar to HSHS, Phys - Chem - Bio)
- Designer model (four tracks, two each for different abilities, two options within each track)



Act: District 86 Science Program

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
<p>Physics: Physics in the Universe</p> <p>--OR--</p> <p>Physics Honors: Physics in the Universe</p>	<p>Chemistry: Chemistry of Earth Systems</p> <p>--OR--</p> <p>Chemistry Honors: Chemistry of Earth Systems</p>	<p>Biology: Biology of the Living Earth</p> <p>--OR--</p> <p>Advanced Placement Biology</p>	<p><u>Capstones:</u> Anatomy & Physiology Earth Science</p> <p><u>Advanced Placement:</u> AP Biology AP Chemistry AP Environmental Sci AP Physics C AP Physics C-M AP Research AP Seminar</p>
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Sample of Parent and Student Feedback

I think this is heading in the right direction.

I prefer open-enrollment so I can choose my path.

Biology is unavoidable; it impacts everyone.

Chem builds on Physics, and is built upon by Bio.

The sequence makes sense.

This was insightful and well-researched.

I take Physics as a freshman and like how it matches with my math class.

I like these changes; students will enjoy it more.

Much of what the average person needs to know about physics can be attained by experience, however, that is not true with Biology - it's much more complex as a science.

The current system works well - don't change it.

This seems so much less stressful.

I like the encouragement of risk-taking and reducing the perceived need for tutors.

How will this impact sender schools?

This should definitely be implemented.

You need math for Physics.

The streamlining between both schools' pathways ensures that all students have access to the same courses at both schools.

I'd like to see electives at the junior level as well.

I like that all students in the same grade will be taking the same type of course.

Current science honors courses are a nightmare.

I would very much like to see this proposal move forward, expeditiously.

How will this impact subject-level SAT exams?

I like Earth Science as a running theme.



Act: Program Implementation

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Physics and Physics-Honors: Physics in the Universe	<i>Develop Curriculum</i>	CHS: Limited Enrollment SHS: All Freshmen	All D86 Freshmen		
Chemistry and Chemistry-Honors: Chemistry of Earth Systems		<i>Develop Curriculum</i>	CHS: Limited Enrollment SHS: All Sophomores	All D86 Sophomores	
Biology: Biology of the Living Earth and AP Biology			<i>Develop Curriculum</i>	CHS: Limited Enrollment SHS: All Juniors	All D86 Juniors



Do: Hinsdale Central Freshman Cohort

	2020-2021 Freshman Year	2021-2022 Sophomore Year	2022-2023 Junior Year	2023-2024 Senior year
Freshman placement based on MAP scores	Biology --OR-- Biology Honors	Chemistry --OR-- Chemistry Honors	Physics --OR-- AP Physics 1	Elective --OR-- Advanced Placement
	Earth Science	Physics: Physics in the Universe	Chemistry: Chemistry of Earth Systems	Biology: Biology of the Living Earth
Freshman placement based on freshman math course	Physics: Physics in the Universe --OR-- Physics Honors: Physics in the Universe	Chemistry: Chemistry of Earth Systems --OR-- Chemistry Honors: Chemistry of Earth Systems	Biology: Biology of the Living Earth --OR-- Advanced Placement Biology	Capstone course --OR-- Advanced Placement



District 86 Science Program

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
<p>Physics: Physics in the Universe</p> <p>--OR--</p> <p>Physics Honors: Physics in the Universe</p>	<p>Chemistry: Chemistry of Earth Systems</p> <p>--OR--</p> <p>Chemistry Honors: Chemistry of Earth Systems</p>	<p>Biology: Biology of the Living Earth</p> <p>--OR--</p> <p>Advanced Placement Biology</p>	<p><u>Capstones:</u> Anatomy & Physiology Earth Science</p> <p><u>Advanced Placement:</u> AP Biology AP Chemistry AP Environmental Sci AP Physics C AP Physics C-M AP Research AP Seminar</p>
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86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.

From: [Gaubatz, Julie](#)
To: [Canavan, Dylan](#)
Subject: papers :-)
Date: Tuesday, October 29, 2019 11:02:00 AM

Hi Dylan! Here are those two links. 😊

[Science sequence analysis](#)

[Certainty in data](#)

Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*

From: [May, Julie](#)
To: [Canavan, Dylan](#); [Vetrone, Jim](#); [Paige, James](#)
Cc: [Gaubatz, Julie](#)
Subject: Science Sequence Meeting tomorrow
Date: Monday, April 15, 2019 12:55:00 PM

Hi, all-

Just touching base with you about tomorrow's meeting. I "believe" it is in room 124A, but if not that one . . . one nearby. It begins at 7:30am and runs to 9:30am, so you should have gotten a sub already for 1st or 2nd or both! If you haven't, please do so ASAP with Linda.

There is not a set agenda for tomorrow, so just come, bring anything you've found (if you've emailed it to me, that's fine), and come with an open mind and a willingness to look toward our future.

See you tomorrow!

Julie

From: [Gaubatz,Julie](#)
To: [Bonner,David](#); [McDonald,Tracy](#); [Brogan,Randy](#)
Cc: [Miller,Susan](#); [May,Julie](#)
Subject: FW: Curriculum Equity - Science Sequence work, April 16
Date: Monday, April 15, 2019 12:21:22 PM

Hi David, Tracy, and Randy!

Thanks so much for joining us tomorrow for this science sequence meeting. I don't have an agenda to share, so we'll just show up and see what they have planned for us! The meeting is 7:30 – 9:30am at CHS – I believe in Rm 124 (Community Room) – if I hear differently, I'll let you know.

Double check with Sue that you have subs arranged for periods 1 and 2 – if you feel you'll need coverage for 3, double check that as well.

Sue, I'll need coverage for 2 and 3. My sub plans will be in the folder on my door. Thanks!

Julie

Julie Gaubatz
630-468-4500

From: Gaubatz,Julie
Sent: Tuesday, April 9, 2019 12:06 PM
To: SHS-Science <SHS-Science@hinsdale86.org>
Cc: May,Julie <jmay@hinsdale86.org>; Martzolf,Eric <emartzolf@hinsdale86.org>
Subject: Curriculum Equity - Science Sequence work, April 16

Hi all!

Our next Curriculum Equity meeting focusing on the D86 science sequence is April 16th from 7:30-9:30am at CHS Room 124. The spirit of this meeting is to approach the sequence question with an open mind and a global view. We'll spend most of these two hours analyzing information on a variety of science programs and sequences, including ones we haven't considered yet. Julie May and I will be at this meeting, along with Carol, Bill, Arwen, Eric, and Jessica. We've also invited science teachers from Central and South – our representatives at this meeting will be Randy Brogan, David Bonner, and Tracy McDonald.

At this point, we'd like to invite all teachers who are interested in helping with this decision to gather information on (i) various science programs and sequences, and (ii) science courses, programs, experiences that could impact college and careers for all students. If you find anything that could open discussions or new avenues, or info that would support ideas you feel are important, send links or documents my way prior to April 16th.

I'll keep you updated on our progress. If you have any questions, ideas, or concerns, feel free to let me know. 😊

Julie

*Julie Gaubatz, M.S., Ed.D.
Science Department Chair
Hinsdale South High School
630-468-4500*