

**86Forward – Strategic Plan:** <https://d86.hinsdale86.org/domain/383>

**Goal 1 Student Growth and Achievement:** <https://d86.hinsdale86.org/Page/1689>

**Hinsdale Central 8<sup>th</sup> Grade Placement Information** <https://d86.hinsdale86.org/Page/1190>

**December 17 2018 Regular Action Meeting**

**9.5 Consent Agenda – Board Bills:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=B7DUCR73B696>

**June 17 2019 Regular Action Meeting**

**6.5 Consent Agenda – Board Bills:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BD2SBM6F8612>

**October 1 2018 COW Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=B4HL7Q4FF647>

**October 4 2018 Hinsdale Central Eblast**

**October 4 2018 CEC Parent Group Curriculum Audit Survey**

**October 22 2018 CEC Audit and Student Focus Group Email**

**October 26 2018 CEC Parent Focus Group Email**

- **October 26 2018 CEC Parent Focus Group Letter [Template]**
- **October 26 2018 CEC Student Focus Group Letter [Template]**
- **October 2018 CEC Student Focus Group Thank You [Template]**
- **October 2018 CEC Parent Focus Group Thank You [Template]**

**January 7, 2019 First Look**

**January 7, 2019 Board Briefs**

**January 7, 2019 COW Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=B6V9CT220DFB>

**January 22, 2019 First Look**

**January 22, 2019 Board Briefs**

**January 22, 2019 RAM Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=B84VCZ802C50>

**February 4, 2019 First Look**

**February 4, 2019 Board Briefs**

**February 4, 2019 Committee of the Whole Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=B6V9FA222235>

**February 19, 2019 Board Briefs**

**February 19, 2019 RAM Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=B9BH961028AB>

**March 4, 2019 Board Briefs**

**March 4, 2019 COW Meeting Minutes;**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=B6V9L7223C56>

**March 18, 2019 First Look**

**March 18, 2019 Board Report**

**March 18, 2019 Board Briefs**

**March 18, 2019 RAM Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BABEP64F7FE1>

**April 8, 2019 Board Briefs**

**April 8, 2019 COW Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BA9TL76A5214>

**May 23 2019 Student voice needed - D86 Science Program Email**  
**May 23 2019 Student voice needed - D86 Science Program Email [PSAC / Liaisons]**  
**May 24 2019 Hinsdale 86 Science Program [HC Invitees]**

**May 24 2019 Hinsdale 86 Science Program Email**

**May 29 2019 Science Program Presentation**

**May 30 2019 Parent Student Feedback Survey D86 Science Program Email**  
**May 30 2019 Parent Student Feedback Survey Form**

**May 31 2019 Parent Newsletter Issue I – Curriculum Alignment**

**June 3 2019 COW Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BBPJVJ4DB8AA>

**September 26 2019 Board Briefs**

**September 26 2019 RAM Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BG3J4Y4B6E8A>

**September 30 2019 Updates from 86**

**October 10 2019 First Look**

**October 10 2019 Board Report - D86 Defining Excellence - Strategic Plan Goal 1**

— **October 10, 2019** – Goal 1 overview <https://d86.hinsdale86.org/domain/448>

**October 10 2019 Board Briefs**

**October 10 2019 COW Meeting Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BBPKCR51425C>

**October 23 2019 First Look**

**October 23 2019 Board Reports**

- **Academic Report**
- **School Report Card Preview**
- **Science Program Memo**
- **D86 Science Program**
- **October 23 2019** - Science sequence update (<https://d86.hinsdale86.org/Page/1689>)

**October 23 2019 Board Briefs**

**October 23 2019 RAM Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BGYPZ5C4894>

**October 28 2019 Updates from 86**

**November 8 2019 Science Sequence Information Sessions Email from Superintendent Prentiss**

**November 11 Updates from 86**

**November 11 & 13 Information Sessions – D86 Science Sequence Presentation**

**November 14 2019 First Look**

**November 14 2019 Goal 1, Strategy 1 Update**

- **November 14 2019** – Strategy 1 update (<https://d86.hinsdale86.org/Page/1685>)

**November 14 2019 Board Briefs**

**November 14 2019 COW Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BBPKFN517649>

**November 14 2019 Presentation and Video from Science Sequencing Info Sessions Email**

- [Presentation from the information sessions on Nov. 11 and 13](#)
- [Video from the information session on Nov. 13](#)
- [FAQ about the changes to the science program](#)
- [Report from the board meeting on Oct. 23](#)
- [Presentation from the board meeting on Oct. 23](#)

- [Video from the board meeting on Oct. 23](#) (presentation starts at the 57:17 mark and goes until the 1:50:50 mark)

**November 18 2019 Updates from 86**

**November 19 2019 Hinsdale Central Rising 9<sup>th</sup> Grade Presentation – A Successful Transition to Hinsdale Central**

**November 20 2019 Transitioning to Hinsdale Central Email**

**November 22 2019 Letter to the Community about Science Sequencing**

**November 25 2019 RAM Minutes:**

<http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BHWMW35B7182>

**December 5 2019 Hinsdale South Rising 9<sup>th</sup> Grade Presentation – Welcome to Hornet Nation**

**December 12 2019 First Look**

**December 12 2019 Board Report**

- **December 12 2019** – Goal 1 update (<https://d86.hinsdale86.org/Page/1686>)

**December 12 2019 Board Briefs**

**December 12 2019 RAM Minutes** [Submitted for Board Vote at the February 13 2020 RAM]

**December 16 2019 Updates from 86**

**December 19 2019 Superintendent Update to Community on Science Sequence**

(<https://conta.cc/2vF0aq8>)

**January 9 2020 Board Briefs**

**January 9 2020 COW Meeting Minutes** [DRAFT]

**January 19 2020 D86 Winter Newsletter – D86Forward – Defining Excellence**

**January 23 2020 First Look**

**January 23 2020 Board Report**

- **January 23, 2020** – Development of PITU curriculum update

(<https://d86.hinsdale86.org/Page/1687>)

**January 23 2020 Board Briefs**

**January 23 2020 RAM Minutes** [DRAFT]

**January 27 2020 Updates from 86**

**Freshman Science Placement**

**January 24 2020 Additional Science Course Available – Biology G**

**February 10 2020 Updates from 86**

## Hinsdale Township High School District 86

### Voucher Detail Listing

Voucher Batch Number: 1309      12/17/2018

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
TUITION PRIVATE FACILITY - SPECIAL ED		13151.04	190316	NOV 2018 12/6/2018	10.1912.670.05.189.5 TUITION PRIVATE FACILITY - SPECIAL ED	\$13,151.04
					Check #: 285274	
					PO/InvoiceTotal:	\$13,151.04
					Vendor Total:	\$13,151.04
CHICAGO BEHAVIORAL HOSPITAL						
Check Group:						
IN-HOSPITAL INSTRUCTION		1	191344	17331 12/4/2018	10.1912.671.05.189.5 STUDENT HOSPITALIZATION	\$210.00
					Check #: 285275	
					PO/InvoiceTotal:	\$210.00
					Vendor Total:	\$210.00
CITY OF DARIEN	3578					
Check Group:						
October 2018 - POLICE SERVICES		1	191441	14501 11/26/2018	20.2540.319.16.862.5 SECURITY - POLICE SERVICES	\$9,060.83
					Check #: 285276	
					PO/InvoiceTotal:	\$9,060.83
					Vendor Total:	\$9,060.83
CONSORTIUM FOR EDUCATIONAL CHANGE						
Check Group:						
SCIENCE CIA AUDIT 10/30/2018		1	191433	INV-0306 10/31/2018	10.2310.319.05.710.5 REFERENDUM SERVICES	\$10,375.00
					Check #: 285277	
					PO/InvoiceTotal:	\$10,375.00
					Vendor Total:	\$10,375.00
COURTNEY'S SAFETY LANE INC	1872					
Check Group:						

## Hinsdale Township High School District 86

### Voucher Detail Listing

Voucher Batch Number: 1616

06/17/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 287097						
						PO/InvoiceTotal: <u>\$2,800.00</u>
						Vendor Total: <u>\$2,800.00</u>
BRECHT'S DATABASE SOLUTIONS INC.						
Check Group:						
DIRECT SERVICE PERCENTAGE BILLING	1		192798	5353 5/20/2019	10.1000.300.05.462.5 PURCHASED SERVICES - IDEA	\$485.70
Check #: 287098						
						PO/InvoiceTotal: <u>\$485.70</u>
						Vendor Total: <u>\$485.70</u>
CAMELOT SCHOOLS LLC						
Check Group:						
TUITION PRIVATE FACILITY - SPECIAL ED		362.28	190316	JUN 2019 6/11/2019	10.1912.670.05.189.5 TUITION PRIVATE FACILITY - SPECIAL ED	\$362.28
TUITION PRIVATE FACILITY - SPECIAL ED		1384.32	190316	JUNE 2019 6/11/2019	10.1912.670.05.189.5 TUITION PRIVATE FACILITY - SPECIAL ED	\$1,384.32
TUITION PRIVATE FACILITY - SPECIAL ED		15227.52	190316	MAY 2019 6/10/2019	10.1912.670.05.189.5 TUITION PRIVATE FACILITY - SPECIAL ED	\$15,227.52
TUITION PRIVATE FACILITY - SPECIAL ED		3985.08	190316	MAY 2019. 6/10/2019	10.1912.670.05.189.5 TUITION PRIVATE FACILITY - SPECIAL ED	\$3,985.08
Check #: 287099						
						PO/InvoiceTotal: <u>\$20,959.20</u>
						Vendor Total: <u>\$20,959.20</u>
CONSORTIUM FOR EDUCATIONAL CHANGE						
Check Group:						
SCIENCE CIA AUDIT-CENTRAL JOB 2305	1		192771	INV-0385 11/30/2018	10.2310.319.05.710.5 REFERENDUM SERVICES	\$4,500.00
Check #: 287100						
						PO/InvoiceTotal: <u>\$4,500.00</u>
						Vendor Total: <u>\$4,500.00</u>



## Consortium for Educational Change (CEC) - Need Parent Volunteers!

On October 30, the Consortium for Educational Change (CEC) will be doing a curriculum audit of Hinsdale Central. As part of the audit, the CEC interviews parents to gain insight into the parents' perspective of their student's experiences. We are looking for 10-20 parents from a wide spectrum of backgrounds: CHMS, Butler, HMS, private schools, parents of regular education students, parents of honors/AP students, parents of students with an IEP, diverse ethnicity amongst the parent group, and diverse Social Economic Status amongst our parent group.

The parents would need be available to come to Hinsdale Central, time to be determined, on October 30. The parents would sit for a 30 minute interview with questions about curriculum, alignment & perspectives. If you are interested in serving on this CEC Parent Group, please complete this [Google Forms/Survey](#) before October 12.

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## Updated Testing Center Hours

As of Tuesday, October 9th the testing center hours will be the following:

Before school: Tue-Fri at 7am and on non-late start Mondays—Closed on Late Start Mondays!

After School: CLOSED

During the school day: Open every period EXCEPT 6th Period Lunch

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## Homework Free Weekend for Seniors

The weekend of **October 12th** has been designated as a homework free weekend for **Seniors only**. This is intended to provide Seniors a weekend free of homework so that seniors are able to focus on their college applications and essays.

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## Parent Teacher Conferences

Yesterday an email was sent to all parents regarding information for the upcoming Parent Teacher Conferences.

Parent Teacher Conferences will be held from 6:00pm until 9:00pm Thursday,

October 25th and 8:00am until 11:30am Friday, October 26th.

The portal will open on October 7th for parents to begin making a request for a conference.

If you have any questions or problems, please contact the Main Office at 630-570-8214.

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## Chromebook and Password Reminders

Parents please remind your students to charge their Chromebooks nightly.

Also, please remind your students to regularly change their passwords to ensure a secure device. If they haven't changed their initial password yet, they should do so immediately.

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## Senior Tribute

Attention Senior Parents! It's time to purchase your child's Senior Tribute. Send your senior to college with a message and a memory in this year's yearbook.

What to include:

- 1) A non-returnable color photo: email to [hctributes@gmail.com](mailto:hctributes@gmail.com) or mail to HCHS. Any size photo of your child from ages one to eight will work.
- 2) A message to your senior (keep the word limit to 75 words or less): email to [hctributes@gmail.com](mailto:hctributes@gmail.com)
- 3) The following information: The full name of the senior, purchaser's name, purchaser's phone number and email

Pricing:

1. \$40 if paid by November 1, 2018
2. \$60 if paid by December 14, 2018

· Make checks payable to Hinsdale Central High School; Write Yearbook in the Memo

· Mail photo to 5500 S Grant Street, Hinsdale, IL 60521 or email to [hctributes@gmail.com](mailto:hctributes@gmail.com)

If you have any questions, please contact Erin Palmer at [epalmer@hinsdale86.org](mailto:epalmer@hinsdale86.org) or Stephanie Coan '19 and Jacqueline Dorsett '19 at [hctributes@gmail.com](mailto:hctributes@gmail.com)

REMINDER: Purchase the 2018-2019 El Diablo Yearbook through PushCoin for \$50. There will be 100% student coverage this year!

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## District 86 and District 181 Community Speaker Series Presents

Dr. Jean Twenge

### Understanding iGen and How to Harness the Positive Trends & Mitigate the Negative Ones Nature of Boys

With generational divides wider than ever, parents, educators, and employers have an urgent need to understand today's rising generation of teens and young adults. Born after 1995, with social media and texting replacing other activities, iGen spends less time with their friends in person – perhaps why they are experiencing unprecedented levels of anxiety, depression, and loneliness. But technology is not the only thing that makes iGen distinct from every generation before them; they are also different in how they spend their time, how they behave, and in their attitudes toward religion, sexuality, and politics. As this new group of young people grows into adulthood, we all need to understand them because where iGen goes, so goes our nation—and the world.

Tuesday, October 9, 2018, 7:00pm - 8:30pm  
and

Wednesday, October 10, 2018, 9:30am - 11:00am

at  
The Community House  
415 W Eighth Street, Hinsdale, IL

The event is open to all. Space is limited. To reserve your space for the programs please register at [www.d181foundation.org](http://www.d181foundation.org).

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## Q1 Make A Difference Award Nominations

At Hinsdale Central, many staff members offer special help and reach out in kindness to those around them. They teach classes, advise clubs and coach teams that excite the students. If you know a teacher, coach, counselor or other staff member who makes a difference, please nominate them for an award by completing the form found here <http://www.hcpto.org/make-a-difference/>

Anyone can make a nomination. The PTO presents 6 Make A Difference Awards per quarter. The awards include our thanks with a personalized certificate and a \$50 restaurant gift card. Nominations received by Friday, October 12<sup>th</sup> will be considered for the first quarter Make A Difference Awards.

Completed forms can be dropped off at the Guidance office or library or email Cristen Orput or Effie Stojka at [makeadifference@hcpto.org](mailto:makeadifference@hcpto.org)

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Interested in being a Short Term Substitute at Hinsdale Central?



## SUBSTITUTE TEACHER LICENSE TRAINING FOR SHORT-TERM SUBSTITUTE TEACHERS

- **OCTOBER 12, 2018**
  - **8:00 A.M. – 12:00 P.M.**
  - **421 COUNTY FARM ROAD,  
WHEATON**
  - **\$50 REGISTRATION FEE**
- CLICK HERE TO REGISTER**



### **Required Training for Short-Term Substitute Teachers Offered by the DuPage ROE**

*Illinois House Bill 5627* was signed into law on July 1, 2018 and allows for individuals with 60 hours of college credit to apply for a short term substitute teaching license. As a service to DuPage County school districts, the DuPage ROE will offer training that is required for this new short-term substitute teacher license and **MUST** be completed **PRIOR** to teaching on this license. Although not required or developed for regular substitute teachers, the training is also open and available to those educators as well.

### **Requirements and Information for the Short-Term Substitute License**

- Must hold an Associate's degree or higher from a regionally accredited institution of higher education or show completion of 60 semester hours of college coursework.
- Short-term substitute licenses are valid until June 30, 2023, and may not be renewed.
- Cannot teach more than five consecutive days per licensed teacher.
- Must complete a training program provided by the school board or Regional Office of Education prior to teaching on the license.
- Cannot serve as a Paraprofessional on the short-term sub license.
- There is a \$25.00 application fee, no registration fee.
- Valid for substitute teaching in all grades of the public schools, pre-kindergarten through grade 12.

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For more information, please send an email to [cert@dupage.org](mailto:cert@dupage.org)

DuPage Regional Office of Education    Dr. Darlene Ruscitti, Regional Superintendent



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Twitter



YouTube



Hinsdale Central High School  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 570-8000

Upcoming Calendar Events

Stay in the know about these coming events and future programs on campus!

Monday, October 8 Columbus Day - NO SCHOOL

Tuesday, October 9 Community Speaker Series 7:00 PM

Wednesday, October 10 Community Speaker Series 9:30 AM

Thursday, October 11 Freshman Play - The Complete History of America (Abridged) 7:00 PM

Friday, October 12 Central Building Tour 6:00 PM

Friday, October 12 Bandamonium 6:30 PM

Friday, October 12 Freshman Play - The Complete History of America (Abridged) 5:00 PM

Saturday, October 13 Freshman Play - The Complete History of America (Abridged) 5:00 PM

# Consortium for Educational Change Audit (CEC)

Parent Group Curriculum Audit Survey: On October 30, the Consortium for Educational Change (CEC) will be doing a curriculum audit of Hinsdale Central. As part of the audit, the CEC interviews parents to gain insight into the parents' perspective of their student's experiences.

\* Required

Email address \*

Your email

Please tell us why you are interested in serving on this CEC Parent Group? \*

Your answer

Please provide a student school ID number for one of your children \*

Your answer

Please provide your first \*

Your answer



Please provide your last name \*

Your answer

Please provide a phone number we can reach you at \*

Your answer

Please tell us where your student(s) attended Middle School \*

- Butler Middle School
- Clarendon Hills Middle School
- Gower Middle School
- Hinsdale Middle School
- Westview Hills Middle School
- Private School
- Other:

Submit

Never submit passwords through Google Forms.

This form was created inside of Hinsdale Township High School District 86. [Report Abuse](#)

Google Forms



**From:** [Walsh,William](#)  
**Cc:** [Hodermarsky,Stefanie](#)  
**Subject:** Consortium for Educational Change Audit and Student Focus Group  
**Date:** Monday, October 22, 2018 2:22:00 PM  
**Attachments:** [image003.png](#)

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Dear Student:

On October 30, the Consortium for Educational Change (CEC) will be doing a curriculum audit of Hinsdale Central. As part of the audit, the CEC Student Focus Group to gain insight into the students' curriculum perspective, you either self-identified or were identified by our counselors or building leadership team as someone who may be able to provide a good insight into our curriculum programming and instructional delivery.

You will be interviewed during the school day, October 30, with as little disruption to your academic day as possible. You will sit for a 30 minute interview, I do not have the questions but the questions will be about curriculum, alignment & student perspectives. If you have questions or concerns about the curriculum audit, please reach out to me so I can update you on the matter. Your name and demographics will remain private/confidential. Other than the auditors, no one will be able to identify you.

Please know that we will send a pass to participate in the Student Focus Group during one of these time frames. If you would prefer a specific time to be a part of the Student Focus Group, please reply to this email with your designation.

Period 1; 8:00 Room 216

Period 2; 8:55 Room 216

Period 3; 9:50 Room 216

Period 9; 1:15 Room 124A

Period 10; 2:10 Room 124A

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

[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)

[@ThisIsHCHS](#)

[Hinsdale Central Facebook](#)



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**From:** Walsh, William

**Sent:** Friday, October 26, 2018 7:54 AM

**To:** [REDACTED]

**Subject:** HCHS Curriculum Audit



## HINSDALE CENTRAL HIGH SCHOOL

Dear [REDACTED]:

For the last several weeks, we have been gathering names of parent/guardians who may have been interested in providing feedback for our Consortium for Educational (CEC) audit. This email is to follow-up on that process and finalize your time for the Parent Focus Group.

You have been registered to participate in the Parent Focus Group at this time: *Period 10; 2:10 Room 124B*

As you are aware, parking is limited on our campus. We have opened 57<sup>th</sup> Street for parent parking on this day. You may enter campus through the Main Entrance from the 55<sup>th</sup> Street circle drive. Upon entering school, you will check-in with the Greeter, you will need a driver's license or state ID at that time. Thank you for volunteering and being a voice in our curriculum audit. I look forward to seeing you on October 30 at this designated time: *Period 10; 2:10 Room 124B.*

Thank you,  
William C. Walsh, Principal  
Hinsdale Central High School



# HINSDALE CENTRAL HIGH SCHOOL

Dear «First\_Name» «Last\_Name»:

For the last several weeks, we have been gathering names of parent/guardians who may have been interested in providing feedback for our Consortium for Educational (CEC) audit. This email is to follow-up on that process and finalize your time for the Parent Focus Group.

You have been registered to participate in the Parent Focus Group at this time:  
*«Parent\_Focus\_Group»*

As you are aware, parking is limited on our campus. We have opened 57<sup>th</sup> Street for parent parking on this day. You may enter campus through the Main Entrance from the 55<sup>th</sup> Street circle drive. Upon entering school, you will check-in with the Greeter, you will need a driver's license or state ID at that time. Thank you for volunteering and being a voice in our curriculum audit. I look forward to seeing you on October 30 at this designated time:  
*«Parent\_Focus\_Group»*.

Thank you,  
William C. Walsh, Principal  
Hinsdale Central High School



# HINSDALE CENTRAL HIGH SCHOOL

Dear [Name]:

Thank you for volunteering and being a voice in our curriculum audit. Having spoken with the CEC Audit team they mentioned your reflection, feedback, and insight will go a long way to examining our curriculum practices.

If you were unable to attend, thank you for considering to be a voice in the audit process

Thank you,  
William C. Walsh, Principal  
Hinsdale Central High School





# HINSDALE CENTRAL HIGH SCHOOL

Dear «First\_Name» «Last\_Name», «ID»:

For the last several weeks, we have been gathering names of students who may have been interested in providing feedback for our Consortium for Educational (CEC) audit. This email is to follow-up on that process and finalize the time for Student Focus Group.

You have been registered to participate in the Student Focus Group on **Tuesday, October 30 at this time: «Student\_Focus\_Group»**

Please use this email as your pass from class to the designated room and time. Thank you for volunteering and being a voice in our curriculum audit. I look forward to seeing you **on October 30 at this designated time: «Student\_Focus\_Group»**

Thank you,  
William C. Walsh, Principal  
Hinsdale Central High School



# HINSDALE CENTRAL HIGH SCHOOL

Dear [Name], [ID]:

Thank you for volunteering and being a voice in our curriculum audit. Having spoken with the CEC Audit team they mentioned your reflection, feedback, and insight will go a long way to examining our curriculum practices.

If you were unable to attend, thank you for considering to be a voice in the audit process

Thank you,  
William C. Walsh, Principal  
Hinsdale Central High School



HINSDALE TOWNSHIP  
High School District 86

[D86 Website](#) | [BoardDocs](#) | [LiveStream](#) | [Video Archive](#)



## FIRST LOOK

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January 7 2019

[Committee of the Whole Meeting](#)

6:00 PM

Hinsdale Central High School - Cafeteria

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### April 2, 2019 Referendum

At the December 17 meeting, the Board voted to put a bond measure in the amount of \$130 million on the April 2, 2019 ballot. The Board left open the possibility of returning to that number and adding more specific language to the ballot measure before the deadline of January 14, 2019.

### Curriculum Equity

As requested by the Board at the December 17 meeting, Administration will present a detailed report on how to ensure curriculum alignment at both schools. In addition to common courses, textbooks, fees, curriculum, final exams and anchor assessments, the work to achieve curriculum equity needs an effective leadership structure to achieve these goals. Current Department Chairs have compiled a rationale on how the current Department Chair structure would accomplish this work and the timeline for doing so. Previously, the Board had considered moving to a Curriculum Director structure, which would mean one curriculum leader in a subject area across the District. Administration prepared a timeline for this alternate Curriculum Director structure to provide context.

### Audited Financials

Andrew Mace from Klein Hall CPAs LLC will present the Annual Financial Report (AFR) and Comprehensive Annual Financial Report (CAFR) for fiscal year 2017-18. As part of the presentation, Mr. Mace will review the District's true financial position, including the amount of financial reserves.

District Administration completed the AFR and CAFR before October 15 as required by the Board. Usually, the AFR/CAFR presentation is made to the Board at the Committee of the Whole (COW) meeting in November. As explained to the Board at the November 5 COW, on October 19, a communication was sent out by

the Office of the Auditor General to all Teacher Retirement System (TRS) employers, informing them that the Teacher Health Insurance Security Fund - Financial Audit had been removed from their website due to errors found in the report. This error required the District to revise the already completed AFR and CAFR. This presentation will reflect the necessary revisions.

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Connect with the District 86 Board of Education: watch the [LiveStream broadcast](#), visit the [video archives](#), or [attend the meeting in person](#). Find out more about the Hinsdale Township District 86 Board of Education at the [District website](#) and click on School Board.

Individuals with disabilities who require special assistance or services for participation in Board of Education Meetings should contact the District Office at 630.655.6100. Board of Education [Policy 8.70 Accommodating Individuals with Disabilities](#)



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



HINSDALE TOWNSHIP  
High School District 86

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Hinsdale 86

**Board**  **Briefs**

eNewsletter

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January 7, 2019  
Committee of the Whole Meeting

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**Consent Agenda**

The Board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills, and meeting minutes. Click on the link to access the meeting agenda and then scroll down to see Consent Agenda items beginning under number 3.

**Approve Resolution #19.13 providing for and requiring the submission of a proposition for the issuance of School Building Bonds to the voters of the District, at the consolidated election to be held on the 2nd day of April, 2019**

The Board voted to approve Resolution #19.13, putting a bond measure in the amount of \$129,999,000 on the April 2, 2019 ballot. At the December 17 meeting, the Board voted to put a bond measure in the amount of \$130 million on the April 2 ballot. The Board left open December 17 the possibility of returning to that number and adding more specific language to the ballot measure before the filing deadline of January 14, 2019.

The project list and the ballot proposition language can be found [here](#).

**Board**

**President's Report**

Board President Bill Carpenter read a statement about the latest ruling on the Manley lawsuit. That statement and the judicial opinion can be found [here](#).

**Administration**

**Superintendent**

Superintendent Dr. Bruce Law wished everyone a Happy New Year and welcomed students back to school when they return January 8.

**Academics**

**Curriculum Equity**

As requested by the Board at the December 17 meeting, Administration presented

a preliminary report on how to achieve curriculum equity. In addition to common courses, textbooks, fees, curriculum, final exams and anchor assessments, Administration presented two structures and timelines to achieve these goals.

For the January 22 meeting, the Board requested additional information with a more specific timeline and cost estimates for the supports required to do the curriculum equity work.

### **Student Services**

#### **Agreement for Professional Services - Board Certified Behavior Analyst**

Assistant Superintendent for Student Services Tammy Prentiss presented to the Board a proposal for a partnership with the Center for Autism and Related Disorders (CARD). The proposal provides for a board-certified behavior analyst two days per week at the high schools and at the Transition Center to serve students with autism. The cost for CARD services will be funded through the IDEA grant. The proposal will come back to the Board for approval at the January 22 meeting.

### **Business**

#### **Audited Financials**

Andrew Mace from Klein Hall CPAs LLC presented the Annual Financial Report (AFR) and Comprehensive Annual Financial Report (CAFR) for fiscal year 2018, both are available on the District website [here](#), then click on Financial Reports on the left sidebar. Mr. Mace reported that the District received a clean report and demonstrated strong financial controls.

District Administration completed the AFR and CAFR before October 15 as required by the Board. Usually, the AFR/CAFR presentation is made to the Board at the Committee of the Whole (COW) meeting in November. As explained to the Board at the November 5 COW, on October 19, a communication was sent out by the Office of the Auditor General to all Teacher Retirement System (TRS) employers, informing them that the Teacher Health Insurance Security Fund - Financial Audit had been removed from their website due to errors found in the report. This error required the District's auditors to revise the already completed AFR and CAFR. This presentation reflected the necessary revisions.

#### **Bid 19-004: Native Landscape Maintenance Services**

Administration recommended awarding Bid 19-004 Native Landscape Maintenance Services to Tallgrass Restoration LLC for a three-year contract in the amount of \$20,295. The item will come back for a vote at the January 22 meeting.

The meeting adjourned at 9:10 p.m.

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## **Future Board Meetings**

**TUESDAY, January 22, 2019 at 6 p.m.**  
Regular Action Meeting  
Hinsdale Central High School Cafeteria



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High School District 86

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## FIRST LOOK

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Tuesday, January 22 2019

[Regular Action Meeting](#)

6:00 PM

Hinsdale Central High School - Cafeteria

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### **Agreement for Professional Services - Board Certified Behavior Analyst**

The Board will consider for approval a proposal for a partnership with the Center for Autism and Related Disorders (CARD). The proposal provides for a board-certified behavior analyst two days per week at the high schools and at the Transition Center to serve students with autism. The cost for CARD services will be funded through the IDEA grant.

### **Bid 19-004: Native Landscape Maintenance Services**

The Board will consider awarding Bid 19-004 Native Landscape Maintenance Services to Tallgrass Restoration LLC for a three-year contract in the amount of \$20,295.

### **Referendum Education**

The Board will discuss educating the community about the April 2 referendum.

### **Curriculum Leadership Structure**

Following the January 7 presentation, the Board requested for the January 22 meeting additional information about the supports required to do the curriculum equity work the Board has been discussing and may take action on the leadership structure to do the work.

### **Draft 2019-2020 School Calendar**

The Board will review the draft 2019-20 school calendar. The draft calendar includes six Flexible Learning Days, and Emergency Days only at the end of the school year as required by ISBE. The proposal includes a recommendation to use Remote Learning Days when inclement weather makes travel to school unsafe rather than holidays second semester as potential Emergency Days. Specific details of this component will be covered under the eLearning Pilot Proposal later



in the agenda.

### Marking Period Committee Report

The Board will review the recommendation from the Marking Period Committee. This committee, comprised of parents, students, teachers, a Board member and administrators, examined the value of reporting grades at the end of the first and third marking periods.

### eLearning Pilot Proposal

The Board will review an eLearning Pilot Proposal that explains how eLearning could be used to have instruction on testing days in April.

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Hinsdale 86

**Board**  **Briefs**

eNewsletter

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January 22, 2019  
Regular Action Meeting

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**Consent Agenda**

The Board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills, and meeting minutes. Click on the link to access the meeting agenda and then scroll down to see Consent Agenda items beginning under number 3.

**Agreement for Professional Services – Board-Certified Behavior Analyst**

The Board voted to approve a proposal for a partnership with the Center for Autism and Related Disorders (CARD). The proposal provides for a board-certified behavior analyst two days per week at the high schools and at the Transition Center to serve students with autism. The cost for CARD services will be funded through the IDEA grant.

**Bid 19-004: Native Landscape Maintenance Services**

The Board voted to award Bid 19-004 Native Landscape Maintenance Services to Tallgrass Restoration LLC for a three-year contract for a total amount of \$20,295.

**Board**

**President's Report**

Board President Bill Carpenter talked about the misinformation being spread in the community about the April 2 referendum and the cuts the Board approved December 17 and encouraged people to get factual information directly from the District.

**Administration**

**Superintendent**

Superintendent Dr. Bruce Law shared with the Board that he has contacted IHSA about eligibility for students who may choose to attend private school because of the cuts made to athletics on December 17. Because IHSA is the entity that decides eligibility and they do so on a case-by-case basis, Dr. Law has asked them

to put together a document that D86 can share with families to help answer eligibility questions. That document will be sent to school families when it is available.

Dr. Law also shared with the Board that both schools will be hosting events to make sure rising ninth graders understand the many athletic and activity options available to them despite the cuts and that current families can attend those events as well.

## **Communications**

### **Referendum Education**

The Board discussed its plans for educating the community about the April 2 referendum, indicating that there are misinformation campaigns deliberately trying to confuse D86 residents. Board members expressed the importance of providing facts to the community to make an informed decision, regardless of how they vote. The Board directed Administration to use and acquire resources needed to educate the community for the April 2 vote.

## **Academics**

### **Curriculum Leadership Structure**

The Board approved the curriculum leadership structure as proposed. In the proposal, Assistant Superintendent for Academics Dr. Carol Baker defined what the term *curriculum equity* means, as well as the structure and timeline for implementation. Dr. Baker said that the full curriculum equity work would be completed by the 2022-23 school year, for every course in every department. The Board modified the proposal so that curriculum equity in English, Mathematics, Science, Social Studies and World Language would be achieved in two years. The Board also requested that reporting on progress of the work be quarterly.

### **Calendar Committee Recommendation for 2019-2020 School Year Calendar**

The Board reviewed the draft 2019-20 school calendar. The draft calendar includes six Flexible Learning Days, and Emergency Days only at the end of the school year as required by ISBE. The proposal includes a recommendation to use Remote Learning Days when inclement weather makes travel to school unsafe rather than holidays second semester as potential Emergency Days. Specific details of this component were covered under the eLearning Pilot Proposal later in the agenda. The item will come back for a vote at February 19 meeting.

### **eLearning Pilot Proposal**

The Board reviewed an eLearning Pilot Proposal that explains how eLearning could be used to have instruction on testing days on April 9 and 10. Testing days traditionally have affected all students' learning, even those students not testing. Freshmen and sophomores will pilot eLearning on April 9, when the juniors take the SAT. April 9 is already a non-attendance day for seniors. On April 10, juniors and seniors will pilot eLearning while freshmen and sophomores take PSAT tests. On a student's respective eLearning pilot day, students will be working remotely on assignments provided by their teachers. What is learned from this pilot of eLearning will be used in next year's planned Flexible Learning Days. This is the next step in extending the 1:1 Instruction Environment outside the classroom. More details will be provided to families in the coming weeks.

### **Marking Period Committee Recommendation**

The Board reviewed the recommendation from the Marking Period Committee. This committee, comprised of parents, students, teachers, a Board member and administrators, examined the value of reporting grades at the end of the first and third marking periods. The committee recommended eliminating marking period grades for first and third quarter but providing progress reports to parents. Students

would still have semester grades. This item will come back to the Board at the February 19 meeting.

## Business

### Financial and Treasury Reports December 2018

Per regular cadence, Administration provided to the Board the financial and treasury reports for December 2018. Chief Financial Officer Josh Stephenson also shared with the Board that PTELL came in at 1.9 percent. The January 2019 PTELL (Property Tax Extension Limitation Law) measures the change in the Consumer Price Index (CPI) from December 2018 to December 2017. This number becomes the limiting rate for the 2019 levy, which funds the 2020-21 school year. Mr. Stephenson also noted that, excluding the self insurance fund, the budget is on track for the first six months of the year.

The meeting adjourned at 8:32 p.m.

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## Future Board Meetings

Monday, February 4, 2019 at 6 p.m.

Committee of the Whole Meeting  
Hinsdale South High School Cafeteria



Hinsdale Township High School District 86  
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## FIRST LOOK

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February 4 2019  
[Committee of the Whole Meeting](#)  
6:00 PM  
Hinsdale South High School - Cafeteria

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### **Policy for First Read**

The Board will review for first read *Policy 6:280 Achievement: Grading and Promotion* to make the policy consistent with the recommendation of the Marking Period Committee to eliminate quarter grades.

### **IHSA Advice on Eligibility**

Administration will share with the Board the memo created by the Illinois High School Association (IHSA) stating their position on eligibility. Since eligibility is solely within the purview of the IHSA, the memo was requested by Administration subsequent to the cuts made on December 17 to pay for fixing infrastructure and upgrading facility security by eliminating among certain athletics and activities.

### **Assign Emergency Days as Attendance Days to Recover January Inclement Weather Days**

The Board will review the Superintendent's recommendation to use Emergency Days, Monday, June 3 through Wednesday, June 5, to make up for the three days of school canceled due to snow and extreme cold.

### **Recommendation for Online Registration Software for 2019-2020**

The Board will review the recommendation to purchase new online registration software for the 2019-20 school year. After receiving input from multiple stakeholders, Registration Gateway emerged as the best solution that met the District's specifications and supported the District's goals for families while meeting the District's challenging online registration and student data management needs.

### **Curriculum Equity Update**

Following the approval of the Curriculum Equity Leadership Structure at the January 22 meeting, Administration will provide a verbal update.

### **Textbooks**

Administration will present to the Board new textbooks and books for World Literature, Personal Perspectives, Introduction to Calculus, College Prep Mathematics, and

Introduction to Statistics I and II. After the meeting, copies of the books will be available for public preview at the District 86 Administration Building during regular business hours until the March 18 Board Meeting.

### Facility Security ROM Proposal

Administration will present to the Board a plan to upgrade the facilities' security and estimated costs.

### 2019 Summer Construction Bids

Administration will present to the Board results of the 2019 summer construction project bids. Nearly all items in the 2019 summer construction projects are "B" items in the District's Life Safety Report, some are "C" items. All "B" items must be addressed within five years of the report, but the state has no timeframe for completing "C" items. These bids will come back to the February Regular Action Meeting for approval.

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Hinsdale 86

**Board**  **Briefs**

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February 4, 2019  
Committee of the Whole Meeting

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**Good News**

Principal Walsh from Hinsdale Central and Principal Pokorny from Hinsdale South shared recent good news from their respective schools.

Notable in this month's report was the announcement that the [Village of Darien would be adopting a proclamation making Wednesday, February 6 Hinsdale South Day in Darien.](#)

**Student Liaisons to the Board**

Sara Draddy from Hinsdale Central and Lilianna Bone from Hinsdale South and presented their reports to the Board.

**Consent Agenda**

The Board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills, and meeting minutes. Click on the link to access the meeting agenda and then scroll down to see Consent Agenda items beginning under number 4.

**Board**

**Policy for First Read**

The Board reviewed for first read *Policy 6:280 Achievement: Grading and Promotion* to make the policy consistent with the recommendation of the Marking Period Committee to eliminate quarter grades. The policy and recommendation will come back for a vote February 19.

**President's Report**

Board President Bill Carpenter affirmed publicly that D86 is not conducting a phone poll. Community members had been contacting the District Office January 28 through January 30 asking whether the District was conducting a phone poll. D86 is prohibited by law from conducting a phone poll when a referendum is on

the ballot.

President Carpenter also expressed gratitude to Buildings & Grounds staff (B&G) for all of their hard work on the severe weather days last week, particularly on the days of extreme cold on January 30 and 31.

President Carpenter asked the Board for their availability for a Special Meeting on April 3. If the referendum passes on April 2, the Board will meet April 3 to determine which cuts will be rolled back. If the referendum fails, the meeting will be canceled.

## **Administration**

### **Superintendent**

#### **Superintendent's Report**

Superintendent Dr. Bruce Law also expressed gratitude to Buildings & Grounds staff for their hard work during severe weather, performing their duties in adverse conditions while other employees were told to stay home. He also shared with the Board that one of two boilers used to provide heat to Hinsdale South failed January 29. The boiler was fixed and school continued. Had both boilers failed, school at Hinsdale South could not have continued. He also reported that a pipe burst at Hinsdale Central January 30 but because Buildings & Grounds staff were in the buildings the ruptured pipe was quickly contained.

Dr. Law shared that T-Mobile customers are not receiving District 86 texts and there is nothing District 86 can do about it. T-Mobile is blocking the texts because they come the District's third-party notification system. People have reported that when they contacted T-Mobile directly to report the problem, T-Mobile has unblocked D86 texts. The District's vendor is aware of this problem and is working with T-Mobile to fix the problem nationally.

Dr. Law then clarified information about the Curriculum Equity work underway, stating that the point of the exercise is to align the excellence occurring in each school to a D86 standard of excellence. Dr. Baker spoke in greater detail later in the meeting, see the Curriculum Equity item below.

#### **IHSA Advice on Eligibility**

Administration shared with the Board the memo created by the Illinois High School Association (IHSA) stating their position on eligibility in the event D86 sports are cut. Since eligibility is solely within the purview of the IHSA, the memo was requested by Administration subsequent to the cuts made on December 17 to pay for fixing infrastructure and upgrading facility security by eliminating among certain athletics and activities. The IHSA memo can be found [here](#).

#### **Assign Emergency Days as Attendance Days to Recover January Inclement Weather Days**

The Board agreed with Dr. Law's recommendation to use Emergency Days, Monday, June 3 through Wednesday, June 5, to make up for the three days of school canceled due to snow and extreme cold last week. Graduation dates remain unchanged.

#### **Recommendation for Online Registration Software for 2019-2020**

The Board reviewed a recommendation to purchase new online registration software for the 2019-20 school year. After receiving input from multiple stakeholders, Registration Gateway emerged as the best solution that met the District's specifications and supported the District's goals for families while meeting the District's challenging online registration and student data management needs. The item will come back for a vote at the February 19 meeting.

## **Security & Technology**

### **Facility Security Rough Order of Magnitude Report**



Administration presented to the Board a plan to upgrade the facilities' security and its estimated costs. The items will be paid for either by the proceeds from a successful referendum or if the referendum is unsuccessful, the items will be paid for through the cuts the Board made December 17. The item will come back at the February 19 meeting.

## Academics

### Curriculum Equity Update

Following the approval of the Curriculum Equity Leadership Structure at the January 22 meeting, Dr. Baker provided a verbal update echoing Dr. Law's statement from earlier in the meeting. She noted that this item will be a recurring agenda topic so that noteworthy updates can be shared as they occur rather than waiting for the quarterly reports. Dr. Baker said the goal is each school sharing the best of their departments so that best practices are used Districtwide. She said that progress in this work will be posted publicly and the first posting to our website will be the District-aligned curriculum templates for each course.

### Textbooks

Administration presented to the Board new textbooks and books for World Literature, Personal Perspectives, Introduction to Calculus, College Prep Mathematics, and Introduction to Statistics I and II. Copies of the books will be available for public preview at the D86 Administration Building during regular business hours until the March 18 Board Meeting. Dr. Baker emphasized that from this adoption forward, the books that are brought for Board approval will be the same book, brought at the same time, for both buildings.

## Business

### 2019 Summer Construction Bids

Administration presented to the Board results of the 2019 summer construction project bids. Nearly all items in the 2019 summer construction projects are "B" items in the District's Life Safety Report, some are "C" items. All "B" items must be addressed within five years of the report, but the state has no timeframe for completing "C" items. These bids will come back to the February 19 meeting for approval.

The meeting adjourned at 8:04 p.m.

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## Future Board Meetings

**TUESDAY, February 19, 2019 at 6 p.m.**

Regular Action Meeting

Hinsdale South High School Cafeteria



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Hinsdale 86

**Board**  **Briefs**

eNewsletter

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February 19, 2019  
Regular Action Meeting

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**Good News**

Principal Pokorny from Hinsdale South and Principal Walsh from Hinsdale Central shared recent good news from their respective schools.

Assistant Superintendent for Student Services Tammy Prentiss introduced students and faculty from the Bridge Program to debut an informational video about the program and the impact the program has had on participants' college success. That video can be found [here](#).

**Consent Agenda**

The Board approved the consent agenda as amended. The consent agenda includes personnel, stipends, board bills, and meeting minutes. Click on the link to access the meeting agenda and then scroll down to see Consent Agenda items beginning under number 2.

**Items Presented at the February 4 Committee of the Whole Meeting**

The following items from the February 4 meeting were approved as part of the Consent Agenda:

- Marking Period Committee Recommendation
- Security Improvements
- Online Registration Software
- [2019-20 School Calendar](#)
- Project 18090 Masonry Restoration Work
- Project 18089 Site Restoration Work

**Board**

**President's Report**

Board President Bill Carpenter provided an update to the rest of the Board on the latest information on Sterigenics as of 6 p.m. Tuesday. President Carpenter then proceeded to address various pieces of misinformation perpetrated through

recent emails, social media posts and flyers.

- In a recent email, it was noted that pages had been removed from D86 Capacity and Utilization Reports. President Carpenter shared that the pages removed had detailed floorplans on them and they were removed as a security precaution. He emphasized that none of the capacity numbers changed.

- He also noted that a flyer distributed by an unknown group to several neighborhoods in the D86 community used equalized assessed value (EAV) rather than fair market value (FMV) to demonstrate the annual estimated tax impact of the April 2 referendum. The District's tax calculator uses fair market value. EAV is approximately 33 percent of FMV, which means that a home with an EAV of \$200,000 has a FMV of \$600,000.

- President Carpenter also explained how a change in accounting rules affected financial reporting in the District's Comprehensive Annual Financial Report (CAFR), the subject of a recent email. A change in GASB accounting rules for fiscal year 2018 required the District include all post-retirement benefits excluding pension in the Other Post-Employee Benefits (OPEB) calculation. The state programs for pensions and retirees are not new, and the financial difficulties of those programs are not new either. What is new is the GASB requirement that the District report it in the CAFR.

## Administration

### Academics

#### Curriculum Equity Update

Assistant Superintendent for Academics Dr. Carol Baker provided an update to the Board that curriculum equity work is on track and work was scheduled to begin this Friday afternoon.

### Business

#### Financial and Treasury Reports January 2019

Per regular cadence, Administration provided to the Board the financial and treasury reports for January 2019.

#### Announcement regarding Superintendent Dr. Bruce Law

At the conclusion of the meeting President Carpenter made a statement announcing that Superintendent Dr. Bruce Law will be leaving District 86 effective June 30, 2019 to become superintendent in another district. President Carpenter also announced that the Board will appoint current Assistant Superintendent for Student Services Tammy Prentiss as the next superintendent effective July 1. The press release announcing the move can be found [here](#).

The meeting adjourned at 6:36 p.m.

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## Future Board Meetings

Monday, March 4, 2019 at 6 p.m.

Committee of the Whole Meeting

Hinsdale South High School Cafeteria



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Hinsdale 86

**Board**  **Briefs**

eNewsletter

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March 4, 2019  
Committee of the Whole Meeting

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**Video for the March 4 meeting** can be found on YouTube at the following links:  
[Open Session 1](#) and [Open Session 2](#).

#### Student Liaisons to the Board

Sara Draddy from Hinsdale Central and Lilianna Bone from Hinsdale South and presented their reports to the Board.

#### Consent Agenda

The Board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills, and meeting minutes. Click on the link to access the meeting agenda and then scroll down to see Consent Agenda items beginning under number 4.

#### Approve Superintendent Contract

The Board voted to approve a two-year contract for Tamara Prentiss to be Superintendent beginning July 1, 2019. Vice President Camden read a statement from President Bill Carpenter and a statement from Member Nancy Pollak, both of whom could not be at the meeting. Click [here](#) to view the contract.

#### Approve Resolution #13.07 Authorizing Legal Intervention in Property Tax Matters

The Board voted to approve Resolution #13.07 Authorizing Intervention in Property Tax Assessment Proceedings. The firm representing the District in property tax assessment cases has since changed its name. This resolution updates a previous resolution to authorize the firm to intervene on the District's behalf in tax assessment and tax exemption cases, in the Board of Review, Circuit Court, or the Department of Revenue and to update the firm's name.

#### Board Pool Report

As requested by the Board, a pool report was presented for discussion. The Board reiterated that courses involving swimming or aquatics would continue until the pools fail.

## Committee Reports

The draft minutes from the Deferred Compensation / Investment Committee Meeting were presented as committee reports.

### Administration

#### Academics

##### 2019 Summer School Proposal

Summer School Principal Lynn Hatzikostantis shared the 2019 Summer School proposal for the Board's review. The item will come back for approval at the March 18 meeting. Once approved, all the relevant information such as cost, specific course information and schedule will be shared publicly and on the District website.

##### Curriculum Equity Update

Chief Academic Officer/Assistant Superintendent for Academics Dr. Carol Baker provided the Board with an update on curriculum equity. Dr. Baker said Department Chairs are in the process of building consensus, preparing now for the kick off meeting with all the teachers on April 10.

##### 2019-20 Certified Staff Recommendation

Chief Human Resources Officer Domenico Maniscalco presented the certified staffing recommendation that will staff the general and special education programs at Hinsdale South, Hinsdale Central, Transition Center and HAVEN for the 2019-20 school year. Included in this report are class averages by department, class parameters used to set the foundation for class sizes between schools as well as student tallies for the upcoming school year. Mr. Maniscalco explained that as directed by the Board, Administration aligned more tightly to the 25:1 staffing framework. A drop of enrollment of approximately 140 students, coupled with adhering more closely to the framework, particularly in electives, resulted in a recommended reduction in FTE (full time equivalences) of 17.1.

##### Corrections of Miscommunication in the Community :

The Board and Administration addressed the following pieces of misinformation:

- Reinstatement of Athletic cut December 17, 2018—Individual Board members expressed that they were in support of reinstating all athletics cut December 17 if the referendum passes on April 2.
- Reinstatement of Activities cut December 17, 2018—Individual Board members said they were in support of reinstating some clubs and activities cut on December 17 if the referendum passes on April, with an eye to consolidating certain clubs or activities where it may make fiscal sense to do so.
- Athletic and activities fees to reinstate those cut December 17, 2018—Dr. Law stated that the cost to reinstate the \$1.1 million in activities and athletics cut by the Board would be \$305 per student for all students, including those who do not participate in those or any activities or athletics but excludes students who qualify for fee waivers.
- Athletics and activities fees to cover the full \$5.2 million spend on activities and athletics—Dr. Law stated that it would cost \$1,600 per student for all students, including those who do not participate in any activities or athletics but excludes students who qualify for fee waivers.
- Selection of a Municipal Adviser—Dr. Law stated that the District followed an RFP process to select a municipal adviser and the adviser was chosen in Open Session on March 19, 2018. Estimated Tax Impact of the April 2 Referendum—Member Planson stated that the tax calculator on the District website was created by the District's municipal adviser and the calculator shows that the estimated annual tax impact of a \$500,000 fair market value home is \$282.87, and that amount includes principal and interest.
- Enrollment History of Hinsdale South—Member Blackburn referred to historical enrollment numbers from the demography study known as the Kasarda Report, citing that in 1991-92 Hinsdale South had an enrollment of 1,487 students.
- Staffing framework of 25:1—Dr. Law and Mr. Maniscalco stated that the staffing framework of 25:1 has been in place since the 2015-16 school year, and was most recently affirmed by the 2017 Board on January 8, 2018.

The meeting adjourned at 9:35 p.m.

## Referendum Information

April 2 Referendum education information can be found [here](#).

Check out the new [Plan to Fix 86 Fact Sheet](#).

Come on a tour or attend an info session, check the calendar [here](#).

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## Future Board Meetings

Monday, March 18 , 2019 at 6 p.m.  
Regular Action Meeting  
Hinsdale Central High School Cafeteria



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## FIRST LOOK

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March 18 2019

[Regular Action Meeting](#)

6:00 PM

**Hinsdale Central High School - Cafeteria**

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### **2019-20 Staffing Recommendation for Teachers, Educational Support Personnel and Administrators**

Administration will present the certified staffing recommendation for the 2019-20 school year that follows the 25:1 ratio approved by the Board in 2015, as well as the recommendation for educational support personnel (ESP) and administrators. The recommendation will follow statutory procedures for eliminating teaching positions. The recommendations will also include reductions in educational service personnel and administration.

### **2019 Summer School Proposal**

The Board will take action on the 2019 Summer School Proposal presented at the March 4 meeting.

### **New Textbooks**

The Board will take action on new textbooks presented at the February 4 meeting. Each year, the Board approves textbooks at the March Regular Action Meeting to allow the public time to review new textbooks proposed for adoption.

### **Draft Minutes of Prior Committee Meetings**

The Board will take action to make available to the public minutes that have not yet been approved by members of the public body that created them.

### **Facilities Community Oversight Committee**

Administration will ask the Board for direction in creating a watchdog group comprised of community members to provide oversight of expending funds for District 86 facilities.

### **Curriculum Equity Update**

Administration will provide an update on curriculum equity.

### **RFP 19-014 IP Video Security Management System**

The Board will consider awarding RFP-014 to ProCom in the amount of \$707,793.79 for a

new security camera system. The Board approved an estimated expenditure at the February 19 meeting.

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Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



*A Tradition of Excellence*

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To: Dr. Bruce Law  
From: Dr Carol Baker, Assistant Principal for Academics/Chief Academic Officer  
Jessica Hurt, Central Assistant Principal for Academics  
Eric Martzolf, South Assistant Principal for Academics  
Date: March 13, 2019  
Re: Curriculum Equity Planning Progress

Department Chairs have met once or twice a week, together with Dr. Baker, the principals, and assistant principals to lay the foundation for the curriculum equity work.

Progress that has been made includes:

- Identifying elements that should be included in the template that will be used to record future curriculum work:

Curriculum Framework for Each Course <i>Yearlong, Outcome Focused</i>	Unit Template
Essential Skills How Student Progress will be measured Grading Philosophy (weighting) Key Concepts Covered by Semester Resources and Materials Link to State Content Standards	Unit Title/Essential Question Pacing Timeline Content Standards/SEL Learning Objectives Common Anchor Assessments

- Plans for course alignment:  
Early this summer, DCs will meet by department with Dr. Baker, Jessica Hurt, and Eric Martzolf to complete course alignment between the two schools and create a common Program of Studies for the 2020-21 school year. Each course not currently offered at both schools will be reviewed and district resources will be evaluated to determine how to make the course available to students at both schools.
- Identifying needed professional development for DCs and teachers:  
Assessment training, rubric training, and team leadership training have been identified as areas where professional development is needed. This will be included in the curriculum budget for next year.
- Planning for the April 10th meeting:  
April 10th will be our official “kick off” with the teachers. After students complete testing on that day, teachers will have lunch and travel to Central. Principals, Assistant Principals and Dr. Baker will provide a brief welcome and overview, then teachers will meet in department teams. Department Chairs will lead these meetings and introduce work plans.
- Planning for Summer Curriculum Work:



## *A Tradition of Excellence*

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Dr. Baker and Assistant Principals have determined the number of hours that the current budget can support for teams to work in the summer.

Additionally, long discussions have taken place regarding the weight of anchor assessments and final exams in a student semester grade calculation.



HINSDALE TOWNSHIP  
High School District 86

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Hinsdale 86

**Board**  **Briefs**

eNewsletter

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**March 18, 2019**  
**Regular Action Meeting**

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**Good News**

Principal Pokorny from Hinsdale South and Principal Walsh from Hinsdale Central shared recent good news from their respective schools.

**Consent Agenda**

The Board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills, and meeting minutes. Click on the link to access the meeting agenda and then scroll down to see Consent Agenda items beginning under number 3.

**2019-20 Staffing Recommendation for Teachers**

The Board voted to approve the 2019-20 staffing recommendation for teachers.

**2019 Summer School Proposal**

The Board voted to approve the 2019 Summer School Proposal presented at the March 4 meeting. Information will soon be available on the District website.

**New Textbooks**

The Board voted to approve the new textbooks proposed for adoption at the February 4 meeting. All textbooks approved by the Board of Education are available on the District's website.

**Draft Minutes of Prior Committee Meetings**

To address the backlog of past meetings for which the minutes generated by a committee of the public body have not been approved by the members of that committee, and to release draft minutes to the public for review more quickly, the Board voted to make public draft committee meeting minutes as presented.

**Reduction in Force Public Hearing and Action Items**

As required by law, the Board held a reduction in force (RIF) hearing. The hearing included a report on the economic necessity of the reductions and an opportunity for Board and audience comment. Following the hearing, the Board voted on the following four resolutions.

### **Approve Resolution #19.16 Honorable Dismissal of Teachers**

The Board voted to approve Resolution #19.16 Honorable Dismissal of Teachers as presented.

### **Approve Resolution #19.17 Honorable Dismissal/Reduction in Hours of Teachers**

The Board voted to approve Resolution #19.17 Honorable Dismissal/Reduction in Hours of Teachers as presented.

### **Approve Resolution #19.18 Honorable Dismissal of Educational Support Personnel Employees**

The Board approved Resolution #19.18 Honorable Dismissal of Educational Support Personnel Employees as amended. For the April 8 meeting, Administration was directed to look for an offset in cuts to see if it is possible to keep one or possibly both piano accompanists that would keep the staffing recommendation in line with the financial forecast.

### **Approve Resolution #19.19 Non-Renewal of Administrator's Contract and Reassignment to Teaching Position**

The Board voted to approve Resolution #19.19 Non-Renewal of Administrator's Contract and Reassignment to Teaching Position as presented.

## **Board**

### **President's Report**

Board President Bill Carpenter refuted various misinformation appearing on postcards and flyers in the community about the April 2 referendum, notably that the size of the pools at both buildings has been reduced from a 10-lane, 40-yard stretch pool at Hinsdale Central and a six-lane, 40-yard stretch pool at Hinsdale South in the November referendum to new pools in their current size of six-lanes wide, 25 yards long at both schools.

## **Administration**

### **Superintendent**

#### **Superintendent's Report**

Superintendent Dr. Bruce Law congratulated Chief Financial Officer Josh Stephenson and the Business Office for earning the Meritorious Budget Award for excellence in budget presentation for the third consecutive year. Dr. Law then let the Board know that Administration would be posting the agenda for the April 3 Special Meeting on Friday, March 22 because of spring break. Finally, Dr. Law shared that because of misinformation in the community, he requested and the District has received and posted on the website [a statement from bond counsel](#) on what the Board can do legally with referendum proceeds.

## **Facilities Community Oversight Committee**

Administration asked the Board for direction in creating a watchdog group comprised of community members to provide oversight of expending funds for District 86 facilities. The 2017 Board agreed to begin thinking about scope and application process and that the 2019 Board should make the final decisions on how the committee should function.

## **Academics**

### **Curriculum Equity Update**

Assistant Superintendent for Academics Dr. Carol Baker provided an update to the Board on the Curriculum Equity initiative underway, including work on identifying elements for a common template, plans for course alignment over the summer and the ground work for the kick off meeting with all teachers that will take place April 10.

## **Business**

### **Financial and Treasury Reports February 2019**

Per regular cadence, Administration provided to the Board the financial and treasury reports for February 2019.

## **Technology**

### **RFP 19-014 IP Video Security Management System**

The Board was presented RFP-014 to ProCom in the amount of \$707,793.79 for a new security camera system. Chief Information Officer Keith Bockwoldt shared with the Board

that the new cameras would have more megapixels, offering better video quality and the system would have more storage capacity to store higher resolution video. Mr. Bockwoldt noted that the system should last five to 10 years. This item will come back to the Board to be considered for approval April 8.

The meeting adjourned at 9:23 p.m.

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## Future Board Meetings

**Wednesday, April 3, 2019 at 6 p.m. (if the April 2 referendum passes)**

Special Meeting

Hinsdale South High School Cafeteria

**Monday, April 8 , 2019 at 6 p.m.**

Committee of the Whole Meeting

Hinsdale South High School Cafeteria



Hinsdale Township High School District 86  
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Hinsdale 86

**Board**  **Briefs**

eNewsletter

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April 8, 2019  
Committee of the Meeting

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**Future Ready Facilities – Managing Project Construction**

Owner's Representative Dorothy McCarty from Cotter Consulting was present to answer questions and talk about construction management firms so the Board could continue the discussion that began April 3 on managing project construction. The Board directed Administration to proceed with the RFP process for a construction management firm. Ms. McCarty indicated that she expected to have a finalist for recommendation to the full Board at the June 3 meeting.

One element of the RFP for a construction manager is the timeline for the work. Ms. McCarty presented a timeline based on the District's architect's date that projects will be substantially complete in August 2021. That timeline can be seen on the District's new Future-Ready Facilities page [here](#). The Board also reiterated that the 2019 Board would decide the Facilities Oversight Committee's guiding principles, application process and applicant qualifications. Once determined, information will also be posted on the District Future-Ready Facilities page.

**Music Accompanist**

Per the Board's request at the March 18 meeting, Administration presented a recommendation and alternative to laying off a music accompanist at the end of the 2018-19 school year. Given the alternative, the Board accepted Administration's recommendation to reduce the position.

**Student Activity Stipend Reinstatement/Elimination Recommendation**

As directed by the Board at the Special Meeting April 3, Administration brought a recommendation to reinstate specific activities based on student interest and involvement. After discussing at length the specifics of the recommendation, the Board arrived at the general position of eliminating any redundant activities but restoring all the activities eliminated at the December 17 Board meeting subject to the regular activities reports Administration brings to the Board showing actual student participation. At last night's meeting, three class boards were reduced at South and four class boards were reduced at Central, reducing \$29,829 at Central and \$24,623 at South for a total of \$54,452. The Board recommends creating criteria for evaluating programs, budgets, and revisions to current programming.



The next activities report coming to the Board will be in May. That report shows activities and athletics participation for the 2018-19 school year and will serve as the basis for projecting activities that will run the 2019-20 school year and for evaluating the number of assistant coaches needed to support athletics.

### **Student Liaisons to the Board**

Liaisons Sara Draddy from Hinsdale Central and Lilianna Bone from Hinsdale South presented their reports to the Board.

### **Consent Agenda**

The Board approved the consent agenda as amended. The consent agenda includes personnel, stipends, board bills, and meeting minutes. Click on the link to access the meeting agenda and then scroll down to see Consent Agenda items beginning under number 5.

### **Contract Amendment of Assistant Superintendent of Student Services**

The Board voted to approve an amendment to the contract of the Assistant Superintendent in the amount of \$15,000 for additional work performed during the 2018-19 school year

### **Award RFP 19-014 Video Security Management System**

The Board voted to award RFP 19-014 IP Video Security Management System to ProCom for \$707,793.79.

### **Engage Baker & Hostetler**

The Board voted to engage the law firm of Baker & Hostetler.

### **Renew Infnitec Assistive Technology Coalition Membership**

The Board voted to renew the District's annual contract with Infnitec, a service that supports students with disabilities and the teachers who teach them.

### **Request by Corporation for Supportive Housing to Film and Use District Name**

The Board voted to approve a request to allow the recording and distribution of a video produced by the Corporation for Supportive Housing that will feature one of our teachers and our young adults in a national training video. Ms. Heather Riggs from the Transition Center answered questions as well as stated that the purpose of the video is to show supportive housing options and to provide training.

### **Consolidated District Plan**

The Board voted to approve the Consolidated District Plan (CDP), a new narrative oversight document that is required of all school districts in Illinois that receive grants from the Federal Government.

### **Reverse Reductions to the Operating Budget Made December 17, 2018**

After voters approved the Bond referendum in April, the Board has been discussing reversing cuts made December 17. Following the discussion of activities earlier in the meeting, the Board referred consideration of the other reductions to the Finance Committee meeting for review before a recommendation is made to the Board.

### **Superintendent's Report**

Superintendent Dr. Bruce Law told the Board that meetings with end users and the architect will begin soon to ensure the projects constructed from the referendum meet the needs of the people who use them. He also referred the Board to the fiber optics wiring that needs to be upgraded that was not included in the security camera recommendation approved in January. Chief Information Officer Keith Bockwoldt advised that the wiring proposals have come back and it is \$95,000, \$25,000 more than anticipated due to the increased labor costs of installing the new wiring in buildings as old as ours.

### **Curriculum Equity**

Dr. Carol Baker said that teams in both buildings were looking forward to the pilot eLearning Days on April 9 and 10 and that she would provide a report to the Board describing challenges and successes of those days.

### Security Staffing Recommendation

Director of Security Kevin Simpson presented the security staffing recommendation for the 2019-20 school year. This recommendation follows on the improvements to security to the facilities the Board has approved that will be installed in the summer of 2019. This recommendation will be part of the tentative budget that comes to the Board in June.

### IT Staffing Recommendation

Chief Information Officer Keith Bockwoldt presented the IT staffing recommendation for the 2019-20 school year. The request is based on the increased demands on IT, including the increased IT role in the new security equipment. This recommendation will be part of the tentative budget that comes to the Board in June.

### Contract Extensions

Administration advised the Board that the tentative budget will include extending contracts for the food service provider Quest and for our vending machines.

The meeting adjourned at 9:29 p.m.

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## Future Board Meetings

**Wednesday, April 24, 2019 at 6 p.m.**

Regular Action Meeting

Hinsdale South High School Cafeteria

**Wednesday, April 24, 2019, immediately following the Regular Action Meeting**

Board Reorganization Meeting

Hinsdale South High School Cafeteria

**Monday, May 6, 2019 at 6 p.m.**

Committee of the Whole Meeting

Hinsdale South High School Cafeteria



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Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153

**From:** Pokorny Lyp,Arwen  
**Sent:** Thursday, May 23, 2019 11:13 AM  
**To:** Pokorny Lyp,Arwen <apokorny@hinsdale86.org>  
**Subject:** Student voice needed --- D86 Science Program

Good morning!

You may have heard that we are beginning the process of aligning the curriculum in D86 so that the curriculum is the same at both South and Central.

I have been part of a committee of teachers and administrators who have designed a draft science program that would be for both schools. We are looking to for input from students and parents on our draft program to help make it better. You were recommended by one of your teachers to participate.

The meeting will be on Wednesday, May 29 during 10<sup>th</sup> period at South. Please let me know if you can attend.

Thank you!  
Ms. Pokorny

*Ms. Arwen Pokorny Lyp*  
*Principal, Hinsdale South High School*  
*T: 630.468.4210*  
*#southpride*



 [Hinsdale South High School](#)

 [@Hinsdale South HS](#)

**From:** Pokorny Lyp,Arwen  
**Sent:** Thursday, May 23, 2019 8:45 AM

**To:** [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Cc: Gaubatz,Julie <jgaubatz@hinsdale86.org>; Martzolf,Eric <emartzolf@hinsdale86.org> Subject: Student voice needed --- D86 Science Program

Good morning PSAC!




You may have heard that we are beginning the process of aligning the curriculum in D86 so that the curriculum is the same at both South and Central.

I have been part of a committee of teachers and administrators who have designed a draft science program that would be for both schools. We are looking to for input from students and parents on our draft program to help make it better. I would like for some of you to be part of the group giving this input.

The meeting will be on Wednesday, May 29 during 10<sup>th</sup> period at South. Please let me know if you can attend. Seniors – You can come too!

Thank you!  
Ms. Pokorny

*Ms. Arwen Pokorny Lyp*  
*Principal, Hinsdale South High School*  
*T: 630.468.4210*  
*#southpride*

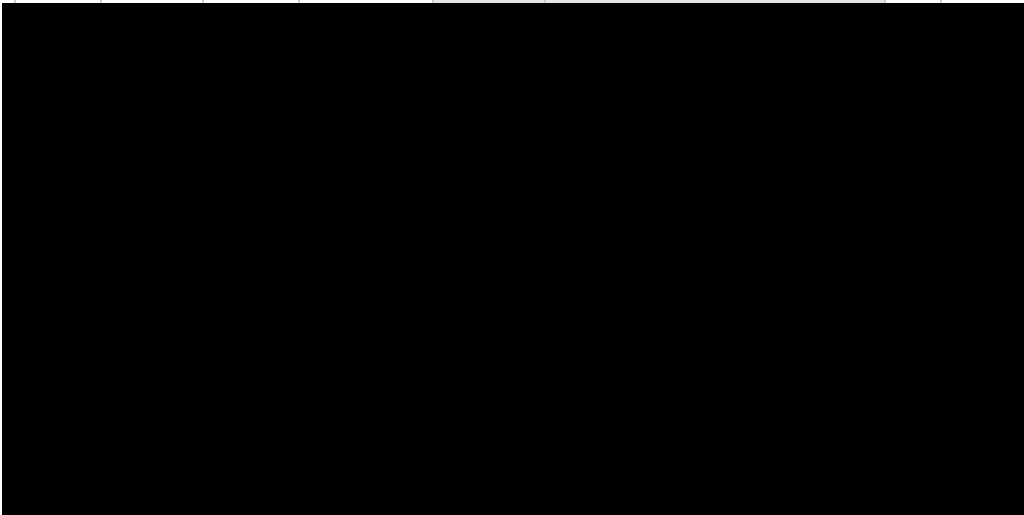
  
 [Hinsdale South High School](#)  
 [@Hinsdale South HS](#)

**From:** [Walsh William](#)  
**To:** [Baker Carol](#)  
**Subject:** RE: Science Curriculum  
**Date:** Friday, May 24, 2019 9:49:00 AM  
**Attachments:** [image003.png](#)

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Carol

I invited 7 students (5 seniors & 3 juniors) to the D86 Curriculum Alignment Science Sequence presentation & feedback session. I am not sure who can or cannot attend, which is why I invited 7. I wanted to give you their contact info for the formal invitation.

ID#	First Name	Last Name	Parent Name	Parent Contact	Parent eMail	SES	House Team	Gender	Academic Level
								Female	Regular
								Male	Advance Placement
								Female	Advance Placement
								Female	Regular
								Female	Advance Placement
								Male	Advance Placement
								Female	Advance Placement
								Male	Advance Placement
								Male	Advance Placement

Thank you

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

[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)

[@ThisIsHCHS](#)



[Hinsdale Central Facebook](#)



**From:** Baker,Carol  
**Sent:** Friday, May 24, 2019 3:56 PM  
**To:** Baker,Carol <cbaker@hinsdale86.org>  
**Subject:** Hinsdale 86 Science Program

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Good Afternoon,

This past winter, the Hinsdale 86 Board of Education directed the administration to align the curriculum between both our schools as part of the Hinsdale 86 Strategic Plan. (Here is the link: [D86 Strategic Plan](#) ) For most subjects, this involves aligning curriculum and building common assessments. However, the science department has a larger task because our schools currently do not guide students at both schools through the same course pathway. Earlier this spring, a team was created to explore all possible course sequences and to make a recommendation for a common sequence. The work of the team is not finished, but we are at a point where it is appropriate to share our progress and solicit feedback and questions from a larger group. I am writing to you today to invite you to a meeting in which we will share our process and progress. After the meeting, you will have an opportunity to submit feedback via a survey. Your feedback is important to this process and we appreciate your participation as we work to determine the best sequence of science coursework for all Hinsdale 86 students.

What: Hinsdale Science Program Sharing Meeting

When: Wednesday, May 29, 2019, 2:15-3:15 pm

Where: Hinsdale South Innovation Lab

I will send an additional calendar invitation following this message. If you can attend, please accept the invitation so that we have an accurate list of attendees. I look forward to seeing you on Wednesday afternoon.

Best,  
Carol

**Dr. Carol K. Baker**

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

[cbaker@hinsdale86.org](mailto:cbaker@hinsdale86.org)





# D86 Science Program

Parent and Student Meeting 5/29/2019

# DISTRICT 86 STRATEGIC PLAN

## OUR MISSION

### WHY WE EXIST

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

## OUR VALUES

### WHAT WE STAND FOR

**Access  
Accountability  
Diversity  
Equity  
Excellence  
Perseverance  
Resiliency  
Respect  
Trust**



# OUR GOALS AND STRATEGIES

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



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HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.

## Goal One

### Student Growth and Achievement

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

## High Priority Strategies

1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success
2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests
3. Students use their individual data to shape decisions about career and life readiness

# Meetings and participants

April 4: Admin + DCs

April 16: Full team

April 29: Full team

May 6: Full team

May 14: Full team

May 22: Full team

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



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# Process

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

# D86 Science Program Goals 1-3

## D86 GOAL 1 (ALIGNMENT)

**Align courses: Fees, texts, objectives, semester exams, anchor assessments.**

## D86 GOAL 2 (BIG IDEAS & INTEREST)

**Increase student exposure to and interest in core sciences.**

- Student experience more core sciences (B,ES,P,C)
- Students experience more of the NGSS PEs, CCC, and DCIs
- Students enroll in more than the required 2 yrs of science, or the 3 yrs suggested by colleges

## D86 GOAL 3 (COLLEGE & CAREER)

**Align courses with college and career opportunities.**

- Increase AP enrollment
- Increase the number of students passing AP exams
- Enrollment in capstone course(s)
- Provide junior/senior courses matching high demand careers and student interests
- Courses are acceptable to colleges

# D86 Science Program Goals 4-6

## D86 GOAL 4 (STRUCTURE)

### **Create a strategic and coherent science program.**

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

## D86 GOAL 5 (STUDENT CHOICE)

### **Provide informed student choice in coursework junior and senior year.**

- Provide options for upperclassman specialization
- Support level changes

## D86 GOAL 6 (SEL)

### **Increase SEL considerations for students and parents.**

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



# Process

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

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

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

# Process

## The Next Generation Science Standards

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







# Process

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

# 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 Physics-Chemistry-Biology)
- California Model 2 (Earth Science integrated into Biology-Chemistry-Physics)

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



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# Process

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

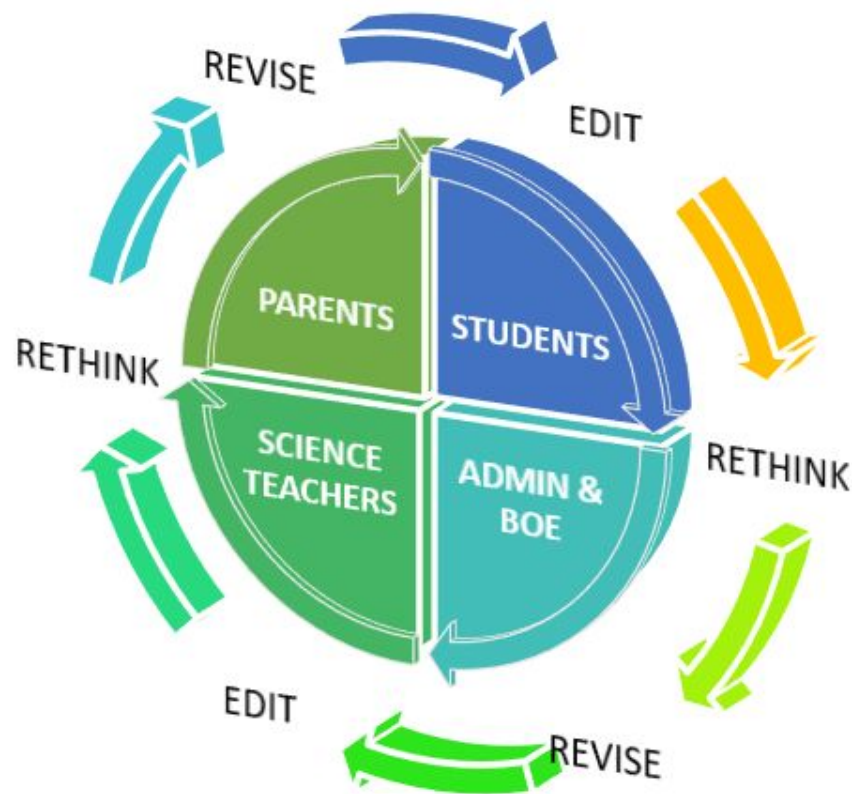
# Program Under Review

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



# Process

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



# Process

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



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HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.

**Questions?**

**Thank You!**

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



**From:** Baker,Carol

**Sent:** Thursday, May 30, 2019 11:53 AM

**To:**

[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

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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](mailto:cbaker@hinsdale86.org)



# D86 Science - Parent and Student Feedback - Program Under Review

A vision of the D86 Strategic Plan is that our District, with its two high schools and communities, is one coherent, unified academic system. We are committed to a shared mission, vision, and goals to unite the District and to insure that resources and opportunities are equitably provided to meet the needs of all students.

We have been charged with designing a single, unified science program for D86. A team of administrators and teachers have been working towards this end. After analyzing multiple options through the D86 Science Program Goals, our team has begun to focus on a program for further review. Part of this review involves gathering feedback from a focus group of parents and students, and we'd like part of that feedback to be through this survey.

Science teachers have seen a presentation on the process and the program under review, and below is a skeleton of this program. Please share your thoughts, concerns, questions, and ideas with us here. Thank you, your feedback is important to us.

## Program under review

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

### 1. Are you a D86 parent or student?

Mark only one oval.

- Current Parent
- Current Student
- Former Student
- Former Parent/Community Member

**2. With which school are you most associated?**

*Mark only one oval.*

Central

South

**3. Please share your thoughts and comments about the science program presentation.**

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Powered by





## Parent Update

Summer is almost here! Please read below to find out the latest information and to preview what's coming in the 2019-20 school year.

In an effort to keep everyone informed going forward, in the months of May, September, November and February, we will be sending out an electronic newsletter. The e-newsletter will also be archived on the District website.

[Visit the Newsletter Page on the Website](#)

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### ***Congratulations Class of 2019 Graduates!***



*Click on the photos to see the top 10 college choices of Class of 2019 grads!*

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### **Curriculum Alignment**

Department Chairs, APIs, Principals, and Dr. Baker have been meeting at least twice per month to lay the groundwork for Curriculum Alignment/Strategic Goal 1. The six flexible learning days on the 2019-20 school calendar will support this work.

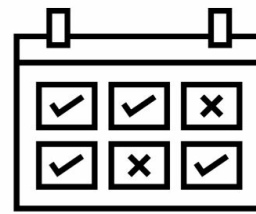
[Find out more](#)



### **Weekly Student Attendance and Grade Reports**

Beginning in August, every Thursday parents will receive emails with their student's current grades.

[Find out more](#)



## Proposed Calendar Changes for August 2019

2019-20 School year calendar changes go to the Board on June 3 for approval.

[Find out more](#)



## 2020 Residency & Registration

For families whose residency has not been electronically verified, documentation is due June 13. Families needing assistance with this process can attend on-site events planned for June 11 and June 18 at Central and June 12 and 19 at South. For those whose residency has been verified, registration begins in early July. Click on the following link for specific 2020 residency and registration information.

[Find out more](#)



## D86 Awarded Grant from Sprint's 1Million Project Foundation

Sprint's 1Million Project Foundation seeks to provide devices and wireless service to one million high school students whose schoolwork is adversely impacted by internet connectivity problems.

[Find out more](#)



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## Honoring the 2018-19 Retirees

The Board of Education will honor this year's retirees at the June 3 Committee of the Whole meeting. Congratulations to the following retirees for their years of service.

### *Certified*

Thomas Dorrance | Central | 32 years  
David Fetty | South | 31 years  
Ed Formanski | Central | 26 years

### *Support*

Margo Kincaid | Central | 21 years  
Barbara Manuzak | Central | 22 years  
Tom Rocco | South | 21 years





## Summer 2019 Construction

This summer, the District is focusing on the completion of all "B" priority roof, site, and wall items that were identified on the 10-year life safety audit. Read about the projects taking place at Hinsdale Central and South.

[Summer 2019 Construction](#)



## Curriculum Alignment

Department Chairs, APIs, Principals, and Dr. Baker have been meeting at least twice per month to lay the groundwork for Curriculum Alignment/Strategic Goal 1. Curriculum templates for courses have been created and teams are being established. DCs will attend training this summer in leadership conversations and assessment. Additionally, a science sequence team has been created and has been meeting to determine what changes should be made in the sequence of the courses in the science department.

To support the work of curriculum alignment, the Board has approved six Flexible Learning Days in the 2019-2020 calendar. On these days, students will attend classes until 11:30 a.m. Students will then be released to continue working on assignments from home while staff meet in teams to work on curriculum. Staff members not engaged with curriculum work will attend alternative professional development or other projects as determined by their immediate supervisor.



Hinsdale Township High School District 86

[5500 South Grant Street](#) • Hinsdale, IL 60521

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HINSDALE TOWNSHIP  
High School District 86

[D86 Website](#) | [BoardDocs](#) | [LiveStream](#) | [Video Archive](#)

Hinsdale 86

**Board**  **Briefs**

eNewsletter

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**September 26, 2019**  
**Regular Action Meeting**

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**Good News**

Principal Walsh from Hinsdale Central and Principal Pokorny Lyp from Hinsdale South both shared news about the students from District 86 who were named semifinalists or earned the distinction of Commended Student on the National Merit Scholarship Test.

Principal Walsh announced that Hinsdale Central raised \$8695.36 to benefit the just1mike foundation, which seeks to raise awareness and increase the survival rates of teens and young adults who suffer sudden cardiac arrest. This foundation honors the life and passions of Michael Brindley, a former Central student. Principal Walsh also recognized junior Faith Drescher, who, along with senior Joshua Hargrove from Hinsdale South, has been selected to serve on the Illinois State Board of Education's (ISBE) Student Advisory Council for the 2019-20 school year. The council, which is composed of 21 motivated high school students who have been selected from a competitive group of applicants, has been charged by ISBE to research and give presentations about topics that affect student success in Illinois.

Principal Pokorny Lyp announced that the Hinsdale South Foundation is teaming up with the Darien Chamber of Commerce and Fred Astaire to present the Dancing With The Chamber Starz fundraising event. She said that she will serve as one of the judges, and that the dancers representing Hinsdale South will include Matt Rundel, who is the school resource officer from the Darien Police Department, and Kathy Lencioni, who is the chair of the social studies department. Principal Pokorny Lyp also congratulated junior Diana Temelkova, who is the photo editor for the school's yearbook Vespa, for being one of 10 high school students from across the country whose submissions have been selected by the National Scholastic Press Association (NSPA) as a finalist for the Sports Reaction Photo of the Year. In addition, Principal Pokorny Lyp mentioned that Kerin Sancken, who is the department chair for math at South, will be co-presenting a session at the NCSM (National Council of Supervisors of Mathematics) Annual Conference being held in Chicago March 30-April 1.

**Facilities Committee Report**

Facilities Committee members provided the Board with a report from its first joint meeting with the special committee regarding community engagement with construction, which was held at Hinsdale South on September 20, 2019. You can access the agenda for the joint meeting by

visiting <http://bit.ly/2nupkn8>.

Member Turek, who serves as the chair of the special committee, talked about the process that was used to help onboard the 11 committee members, and the overview they received from the district's legal counsel about topics that included the Open Meetings Act, confidentiality and the district's acceptable use policy.

Vice President Camden, who serves as a co-chair of the Facilities Committee, shared details about the proposed plan at South to replace the school's steam boilers with hot water boilers. This is one of the projects that is scheduled to be completed during Phase I of the Future Ready Facilities plan. Camden also shared that referendum dollars would not be used to pay for the delta of \$450,000 that is associated with the move to hot water boilers. Instead, it would be covered by the district's operations budget.

The administration shared information about the page it set up on the district's website that features frequently asked questions about the Future Ready Facilities plan. You can access the page by visiting <https://d86.hinsdale86.org/Page/1641>.

### **Consent Agenda**

The Board voted to approve the consent agenda as amended. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/2m6vARG> to access the consent agenda items beginning under number four.

### **Public Hearing and Approval of the Fiscal Year 2020 Budget**

There was a public hearing about the fiscal year 2020 budget. Immediately following the public hearing, the Board voted to approve the final budget for fiscal year 2020. You can access all of the budget information that was shared during the meeting by visiting <http://bit.ly/2loFeie>.

### **Approve Resolution #20.05 Transfer Resolution Debt Services for Fiscal Year 2020**

The Board voted to approve Resolution #20.05 Transfer Resolution Debt Services for fiscal year 2020. The district has two active capital leases from 2016 and 2018, and payment is required to be processed out of the Debt Services Fund. Resolution #20.05, which you can access by visiting <http://bit.ly/2m5eB2h>, will allow the treasurer to make the necessary transfers from the Education Fund and the Operation and Maintenance Fund to the Debt Services Fund to process these payments.

### **Approve Revised 2020 Schedule of Board Committee Meetings**

The Board approved the revised schedule of Board committee meetings for the 2019-20 school year. During their joint meeting on September 20, the members of the Facilities Committee and special committee regarding community engagement with construction selected 7:30 a.m. as the standard start time for their meetings going forward. You can access the revised schedule by visiting <http://bit.ly/2loMYRk>.

### **Deferred Compensation/Investment, HR, Insurance and Finance Committees**

Members from each committee provided the Board with a report from their recent meeting.

### **Release of Draft Meeting Minutes**

The Board voted to release draft meeting minutes for several committees, including Deferred Compensation/Investment, HR, Insurance, Facilities and Finance.

### **Superintendent's Report and Sterigenics Update**

Superintendent Tammy Prentiss reminded the Board about its special meeting on December 18, 2019, which will be focused on goal setting and the performance of a self-evaluation.

Superintendent Prentiss announced that a group called the Don Watson Aquatic Center Committee will be partnering with the Hinsdale Central Foundation to raise money for the pool project at Central.

Superintendent Prentiss provided an update about the district's strategic plan, which included information about the meetings and trainings that have been completed or will be taking place in the future. She shared a draft of the scorecard that the district will use to help monitor the

progress being made toward its goals. She also mentioned the updates on the goals that will be provided to the Board during its meetings in October, November and December. You can access information about the strategic plan by visiting <https://d86.hinsdale86.org/domain/383>.

Superintendent Tammy Prentiss provided an update regarding Sterigenics. On September 20, 2019, the Illinois Environmental Protection Agency issued a press release stating that it has issued a construction permit to Sterigenics. This permit will allow Sterigenics to begin the construction process at the facility (Willowbrook I) located at 7775 South Quincy Street in Willowbrook. You can access the press release by visiting <http://bit.ly/2ltgaXz>.

### **Communication Updates**

The administration shared details about the sign-up form/process that teachers will be able to use to submit a request for having a Board member visit their classroom. Each submission that is received will be shared with the seven members of the Board so that they can determine who is best able to fulfill the request based on availability.

The administration mentioned that the district began sending automated progress report emails to families on September 19 that include a summary of any absences that students had for the previous week, as well as an update on the grades they are receiving in each of their classes. These emails will be sent every Thursday via the Home Access Center, which is a communication tool provided by PowerSchool.

The administration also announced that it will begin sending an email to families, staff and community members every Monday that will feature important news and information from around the district. If there is a new address you would like us to use for these emails, or you know someone who might be interested in signing up for the updates, please visit or share this link (<https://d86.hinsdale86.org/Page/475>).

### **School Year 2020 FTE and Staffing Summary**

The administration provided the Board with a report on the full-time equivalents (FTE) that are currently in the buildings as compared to the staffing tally from March. You can access this report by visiting <http://bit.ly/2nFmA6F>.

### **Treasury and Financial Reports**

Per its regular cadence of reporting, the administration provided the Board with the August 2019 treasury and financial reports. You can access the treasury report by visiting <http://bit.ly/2m9f8A9> and the financial report by visiting <http://bit.ly/2n7v1qR>.

### **Operational Calendar and Future Agenda Items**

The Board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 7:49 p.m.

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## **Future Board Meetings**

### **Thursday, October 10, 2019 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale South High School Cafeteria

### **Wednesday, October 23, 2019 at 6 p.m.**

Regular Action Meeting  
Hinsdale South High School Cafeteria

### **Thursday, November 14, 2019 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale Central High School Cafeteria



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



## Updates from 86

Weekly news and information from Hinsdale

Welcome to the first edition of "Updates from 86." Every Monday, we plan to send staff, families and community members an email that features important news and information from around the district. If there is a new address you would like us to use for these emails, or you know someone who might be interested in signing up for our updates, please visit or share this link (<https://d86.hinsdale86.org/Page/475>). Also, D86 employees, Outlook will prompt you to download the images in these emails as part of its safety and security protocols. All you need to do to see the photos is click the download picture button that appears in the yellow alert bar at the top of the email.

### Student Spotlight

We are committed to providing our students with opportunities to share their voices and talents with our staff, families and communities. With this in mind, we plan to periodically feature student submissions from Central and South in these update emails. These submissions, which students will complete in conjunction with a class or their role on a school-based publication, will be focused on what is happening in the buildings (e.g., events, activities or accomplishments).

In this first Student Spotlight, students from Central wrote a story about some of the events and activities that were organized to kick off the school year. You can access this story by visiting <http://bit.ly/2ILMJ2T>.



We thank seniors Lia Reichmann, Saba Ali and Audrey Carter for writing the story; juniors Zoya Anjarwala and Meghan Malec for taking the accompanying photos; and teacher Cherise Lopez for providing the students with guidance on their submission.



### Strategic Plan

On May 21, 2018, the District 86 Board of Education adopted 86 Forward, which is the district's new strategic plan that is designed to empower students to pursue their ideal future. More than 3,000 students, staff, parents/guardians and community members contributed to the creation of this plan by providing us with important and valuable feedback via engagement sessions and online surveys.

The main areas we will be focusing on during the next five years include:

- Student growth and achievement
- Learning environment
- Work environment

- Family and community connections
- Resources

We are currently working with the Consortium for Educational Change to finalize the Key Performance Indicators (KPI) that we will use to measure and assess progress on our goals. We will provide the board and community with additional information about these KPIs in October. In the meantime, you can learn more about our strategic plan by visiting <https://d86.hinsdale86.org/domain/383>.

## Future Ready Facilities

On April 2, 2019, the voters of District 86 approved a bond proposition in the amount of \$139.8 million that will enable us to make critical improvements and upgrades to the facilities at Hinsdale Central and Hinsdale South.

The status of these improvements and upgrades will continue to be a standing item on our board meeting agendas going forward. We are also going to use different channels and platforms to provide the community with updates on the progress of our projects. One of those channels and platforms is the special section on the district website titled Future Ready Facilities. In this section, which you can access by visiting <https://d86.hinsdale86.org/Page/1509>, you will find links to reports and presentations, answers to some of the frequently asked questions about the projects, and information about the special committee regarding community engagement with construction that is helping to engage and leverage the expertise of the community in support of the construction process we are undertaking in conjunction with our Future Ready Facilities plans.

In addition, Pepper Construction Company, which was selected to serve as the construction manager for most of the referendum-related projects, is currently creating a communications portal that will include project descriptions, safety notices, scheduling information and updates, and webcam footage of the work being done in the buildings. We will provide you with a link to the portal in an upcoming edition of this update email.



Central	South
<ul style="list-style-type: none"> <li>Pool addition</li> <li>B&amp;G addition / relocation</li> <li>Stadium turf</li> <li>Practice turf</li> <li>Tennis courts</li> <li>Roof replacements [25%]</li> <li>Flag creek improvements</li> <li>Miscellaneous ADA improvements</li> <li>Miscellaneous life safety improvements</li> </ul>	<ul style="list-style-type: none"> <li>Special Ed renovation</li> <li>LRF renovation</li> <li>B&amp;G addition</li> <li>Stadium turf</li> <li>Practice turf</li> <li>Tennis courts</li> <li>Roof replacements [40%]</li> <li>Boiler replacement &amp; RTU</li> <li>Miscellaneous ADA improvements</li> <li>Miscellaneous life safety improvements</li> </ul>
<b>\$23 Million</b>	<b>\$12 Million</b>

## Flexible Learning Days

The next Flexible Learning Day for students at Hinsdale Central and Hinsdale South will take place on Wednesday, Oct. 2. On this day, students will once again have a half day of face-to-face instruction at school and a half day of flexible learning at home.

Meanwhile, our teachers will continue the work on updating and aligning courses and curriculum across our two high schools that they started during the first Flexible Learning Day. The focus of these efforts, which are being led by the district's Learning



Leadership Team, is on grading and assessment, more specifically how we measure what a student has learned and is able to do. Our goal is to develop a process and standards for ensuring that we are using fair and consistent grading and assessment practices across the district.

We plan to share additional updates about the work our teachers are doing on grading and assessment in future editions of this email. In the meantime, you can access additional information about our Flexible Learning Days by visiting <http://bit.ly/2KYkN5U>.

## National Award Finalist

Diana Temelkova, who is a junior from Hinsdale South and the photo editor for the school's yearbook *Vespa*, is one of 10 high school students from across the country whose submissions have been selected by the National Scholastic Press Association (NSPA) as a finalist for the Sports Reaction Photo of the Year. NSPA will honor all of the finalists and announce the winner during its Fall National High School Journalism Convention, which is being held in Washington, D.C. Nov. 21-24. You can learn more about this honor by visiting <http://bit.ly/2kR99PR>. Congratulations, Diana. We will be pulling for you in November.



## Devil's Advocate

Devil's Advocate, Hinsdale Central's news magazine, has earned a rating of All-American with Four Marks of Distinction from the National Scholastic Press Association. Congratulations to all of the student journalists who work on the magazine, and teacher Cherise Lopez, who serves as the faculty adviser for the publication. You can learn more about Devil's Advocate by visiting <https://hcdevilsadvocate.com/>.



## Student Advisory Council

Senior Joshua Hargrove from Hinsdale South and junior Faith Drescher from Hinsdale Central have been selected to serve on the Illinois State Board of Education's 2019-20 Student Advisory Council. The council will "provide the State Board with diverse student perspectives on education issues in Illinois as the Board formulates policy throughout the year." You can learn more about this honor by visiting <http://bit.ly/2mkMkEH>. You can also access the article Pioneer Press did about Joshua and Faith's selections by visiting <http://bit.ly/2lptE6s>. Congratulations, Joshua and Faith.

## Wounded Warriors

During the past few years, Hinsdale South has held an annual fundraiser to help provide critical financial support to military veterans and increase awareness of the physical, mental and emotional challenges some of them face when they return home from active duty. This year, the Hornets raised nearly \$2,800 through donations, t-shirt sales and sponsorship of the football game between South and Central that will benefit the Wounded Warrior Project. This beat the previous top amount raised by more than \$1,000. Congratulations to the school on the success of this important endeavor. Also, special thanks to teacher Michael Moretti for his hard work and leadership in organizing the initiative.





## Automated Progress Report Emails

On September 19, we began sending automated progress report emails to families every Thursday. These emails, which are generated and disseminated by the Home Access Center (HAC), include a summary of any absences that students had for the previous week, as well as an update on the grades they are receiving in each of their classes.

If you have not been receiving these messages, please check the spam or trash folder for your email account to ensure that they were not sent or delivered there. If they are not in your spam or trash folder, please contact [helpdesk@hinsdale86.org](mailto:helpdesk@hinsdale86.org) so we can ensure that we have the correct information for you on file.

# Welcome to



## Substitute Teachers

District 86 is seeking dedicated parents/guardians and community members who are interested in helping our students advance down the path of their ideal futures by serving as substitute teachers for Hinsdale Central and/or Hinsdale South. These positions offer flexible scheduling, competitive pay (\$133 for a full day and \$76 for a half day) and the opportunity to work with extraordinary young men and women who are passionate about learning. Learn more about subbing in our district by visiting

<http://bit.ly/2PeHIU7>.

## Tip Line

As part of our commitment to the practice of “If you see something....say something,” we launched a Tip Line that students and/or their families can use to anonymously report incidents or concerns about topics that include, but are not limited to, bullying, drug use, fighting, harassment, personal crisis (i.e., well-being of a student), threats, vandalism, vaping and weapons.

This resource can be accessed in a variety of ways, including the district’s website, the ParentLink app and the Chromebooks we issued to our students. You can learn more about the Tip Line by visiting <https://d86.hinsdale86.org/Page/679>.



## Board Briefs

If you missed the latest edition of Board Briefs for the District 86 Board of Education meeting that was held on Sept. 26, please visit <https://conta.cc/2m9lzSX>. You can also

access previous editions of the electronic update by visiting <https://d86.hinsdale86.org/domain/244>.

## Options Fair

Save the date of Monday, Oct. 21 for the annual Options Fair being held on the South Campus of Lyons Township High School. This event, which is free and open to the public, was created to give students with special needs an opportunity to meet with representatives from colleges and universities, trades/certification programs and agencies that can provide services after high school. You can



**The Community Speaker Series**  
presented by District 86 and District 181

*Nationally Renowned Experts*  
Informing and Inspiring Families in the 422 Community School Operating Region in Education, Wellness, and Parenting

**2019-2020**

**Dr. William Skovrad and Neil Johnson**  
**The Self-Driven Child**  
October 22, 2019, 8:30am - 11:00am  
October 31, 2019, 7:00pm - 9:30pm  
Location: The Community House

**Screenagers: Next Chapter**  
**Documentary Film & Discussion With Dr. Delaney Ruffolo**  
**Uncovering Skills for Stress Resilience**  
February 5, 2020, 9:30am - 11:30am  
February 6, 2020, 7:00pm - 9:00pm  
Location: The Community House

**Katie Hurley, LCSW**  
**How to Raise Empathic and Resilient Kids**  
April 22, 2020, 7:00pm - 8:30pm  
April 23, 2020, 9:30am - 11:00am  
Location: The Community House

For more information or to register for a program, visit [www.d181foundation.org](http://www.d181foundation.org)

## Community Speaker Series

The lineup for this year's Community Speaker Series, which is being presented once again by districts 86 and 181, can be accessed by visiting <https://d86.hinsdale86.org/Page/1634>.

Through this series, families will receive information and advice about a variety of important issues in education, wellness and parenting. For more information or to register for a program, please visit [www.d181foundation.org](http://www.d181foundation.org).

## Top Tweets

Check out some of the top tweets shared by our schools and staff during the first six weeks of school. You can follow the district on Twitter at <https://twitter.com/HinsdaleD86> and on Facebook at <https://www.facebook.com/HinsdaleD86/>.

**HSHS Activities**  
@HSHS\_Activities

During lunch today, @TheCultureHS1 is transforming the cafeteria hallway wall into a mural to show and celebrate how Hispanic and Latinx roots have added to a unique America. It is Hispanic Heritage month and we are celebrating with more events. Come add a leaf and Stay tuned!

11:51 AM · Sep 24, 2019 · Twitter for Android

**Tammy Prentiss**  
@SuptPrentiss

Another great #WednesdayWalkThroughs @HinsdaleSouthHS @ThisIsHCCHS Counseling and Social Work office humming with activity. What is crawling on that science table at Central?

4:31 PM · Aug 21, 2019 · Hootsuite Inc.

**D86 Transition**  
@D86Transition

We love music therapy with @RhythmWorksMT!

12:36 PM · Aug 21, 2019 · Twitter for iPhone

**Hinsdale Central HS**  
@ThisIsHCCHS

Shout to @HCHSActivities LEAP who were on WBEZ radio program Worldview with LEAP South African teachers & John Gilmore, the founder of the LEAP schools. @Hinsdale86 @CCSD181 Ts & Ss continue the outreach program bridge education globally

2:09 PM · Sep 20, 2019 · Twitter for iPhone

Hinsdale Township High School District 86  
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HINSDALE TOWNSHIP  
High School District 86

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## FIRST LOOK

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October 10 2019  
[Committee of the Whole Meeting](#)  
6:00 PM  
Hinsdale South High School

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### **Strategic Plan Goal 1: Student Growth and Achievement**

Members of the team who are working on Goal 1 of the district's strategic plan will provide the Board with a brief update on the status of their efforts to date. This update will include information about the Key Performance Indicators (KPIs) they will use to measure and assess progress on their goal, which is to ensure that all students are engaged in a rigorous education resulting in college, career and life readiness.

### **Approve Resolution #20.06 Providing for the Issue of Not to Exceed \$34,910,000 General Obligation School Building Bonds**

The Board will vote to approve a resolution to sell General Obligation School Building Bonds in an amount not to exceed \$34,910,000. During its meeting on September 18, the Finance Committee received a presentation about the sale of bonds from PMA Securities, which is the district's municipal adviser.

### **Approve Agreement with Brian Drelicharz for Dialectical Behavior Therapy Consultation**

The Board will vote to approve an agreement with Brian Drelicharz to provide classes about dialectical behavior therapy (DBT) for parents, and also offer consultation to staff members who support students with emotional and behavioral challenges. Dr. Paul Holmes, who has been instructing parents on DBT and providing our HAVEN staff with consultation since its inception, is seeking to transition to other professional interests. As a result, the administration is recommending that the district enter into an agreement with Mr. Drelicharz to help ensure that families and staff members continue to have access to these services.

### **Appoint Parent Teacher Advisory Committee Members**

Per policy 2:150 (Committees), Board President Nancy Pollak will appoint several new members to serve on the Parent-Teacher Advisory Committee (PTAC). The PTAC, which was created by the Board in January 2016, assists with the development of policies and procedures related to student behavior. It reviews and discusses a variety of issues, including administering medication in the schools, reciprocal reporting between the District and local law enforcement agencies regarding criminal offenses committed by

students, student discipline, disruptive classroom behavior, school bus safety procedures and the dissemination of student conduct information.

### Policy Committee Report

Members of the Policy Committee will provide the Board with a report from their meeting on October 7. The Board will also vote on the release of the draft minutes from this meeting.

### Approve Policy 6:100 (Using Animals in the Educational Program) on First Read

The Board will conduct a first reading and vote to approve the recommended revisions to policy 6:100 (Using Animals in the Educational Program). It is the Policy Committee's recommendation to expedite the approval process because the current policy limits experiences and opportunities.

### Policies for First Read

The Board will conduct a first reading of proposed changes to several policies and an administrative procedure, including policy 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), administrative procedure for policy 7:190 (Use of Isolated Time Out and Physical Restraint) and policy 7:270 (Administering Medicines to Students). The Board will also discuss a recommendation from the administration to create policy 4:16 (Information Security).

### Sterigenics Update

Superintendent Tammy Prentiss will provide the Board with an update regarding Sterigenics. On September 30, 2019, Sterigenics issued a press release announcing its plans to exit its operations in Willowbrook due to its inability to reach an agreement on the renewal of the lease for its Quincy Street facility. The company also announced that it will not seek to reopen its facility on Midway Drive.

### Summer School Report

The administration will provide the Board with a report about the district's 2019 summer school program that will include information about the number of students served, the classes offered and the budget. In addition, the administration will present recommendations and proposed dates for the 2020 summer school program.

### Forecast Assumptions

Every year in October, the administration presents the Board with forecast assumptions that are used to update the district's five-year financial projections. This is the first step in the annual levy process. After the Board approves the forecast assumptions, the administration will update the five-year financial projections and present them to the Board in November.

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HINSDALE TOWNSHIP  
HIGH SCHOOL DISTRICT 86

# **Strategic Plan: Getting Started with Goal 1**



# Goal 1 Team Members

- Carol Baker, *Goal Champion*
- Bill Walsh and Arwen Pokorny Lyp, *Building Champions*
- Jessica Hurt
- Eric Martzolf
- Julie Gaubatz
- David Lange
- Kathy Lencioni
- Bilson Rasavongxay
- Kerin Sancken
- Kurt Vonnehme



# OUR GOALS AND STRATEGIES

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



## 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



# Summer and Early Fall Progress

- Summer 2019 Meeting
  - All 5 Goal Teams trained in PDSA process improvement system
    - PLAN → DO → STUDY → ACT (repeat)
  - Training on Scorecard Development Process
  - Generated list of possible Key Performance Indicators (KPIs)
- Early Fall 2019 Goal Meetings
  - Revised/Condensed Key Performance Indicators
  - Develop Action Plans to meet each KPI



# Key Performance Indicators (KPIs)

- Grade 9 Students OnTrack
- Coursework Designed to Prepare for College, Career, and Life Readiness
- Grade Point Average
- Graduation Rate
- Math Experience Beyond Algebra II
- PSAT/SAT Growth and Performance



# Next Steps

- *Strategy 1: Curriculum Alignment*
  - Cohesive philosophy of grading and reporting in D86
  - One D86 Program of Studies by the 2024-2025 school year
- *Strategy 2: Academically Engaging Students*
  - Percent of 9th grade students on track,
  - Percent of students earning at least a 2.8 GPA
  - Percent of students meeting or exceeding College Board and Illinois standards for PSAT/SAT growth
- *Strategy 3: Empowering Students for their Future*
  - Percent of students taking early college level courses
  - Percent of students graduating in 4 years

# **Strategy 1: Curriculum Alignment**

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

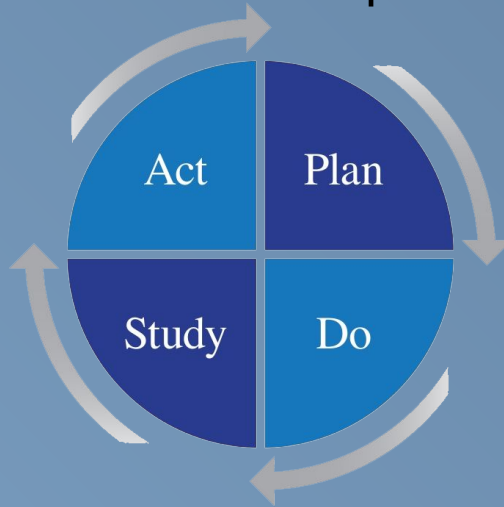
# Strategy 1 Leaders

Arwen Pokorny Lyp, Principal Hinsdale South

William Walsh, Principal Hinsdale Central

Eric Martzolf, Assistant Principal Hinsdale South

Jessica Hurt, Assistant Principal Hinsdale Central





# PLAN: Objectives and Action Plan

The 2019-2020 School Year will be one of **LEARNING**, *together*

- **DCs Professional Development** around curriculum alignment & time for collaboration across the district
- **Learning Leadership Team** - tackling grading and assessment practices
- **Flex Learning Days** - professional development for teachers on grading and assessment practices





# Focused the work in the Strategic Plan

- Start first on grading and assessment practices across the district.
- Move into alignment of standards, expectations around those standards and assessments.

*We believe this shift will better empower us to actualize the Strategic Plan Goal 1 and Goal 3 throughout the 5-year District 86 Strategic Plan, grounding it in the D86 Vision.*

*We anticipate full curriculum alignment by the start of the 2024-25 school year.*



# August 30 Kick-off

- Eric Martzolf and Jessica Hurt presented to all faculty the changes in the process and shift in philosophy.
- In their respective departments, all staff:
  - Completed a self-assessment about Goal 1 and the District 86 Vision
  - Discussed with members of their course team
  - Discussed as a District Department



# PLAN: Learning Leadership Team

- We established the ***D86 Learning Leadership Team*** consisting of DCs/Directors and teacher leaders who committed to meeting for six full days with each meeting designed to plan for each Flex Learning Day.
- The DC or Director, and the teacher leaders then facilitate the Flex Learning Days.



# PLAN: Learning Leadership Team

- Examine grading and assessment research
- Share new learning and reflective conversations with departments on Flex Learning days
- Review current D86 practices and make recommendations for district-wide implementation based on new learning



# DO: September 11 Flex Learning Day

- Introduction to the work
- Icebreaker/Setting Norms
- Activities focused on grading practices
- Reflection
- Feedback to Learning Leadership Team



# STUDY: September 11 Flex Learning Day

## Staff Feedback Survey Summary

Energized	Uncomfortable	Curious	Takeaway
<b>“It was great to have real time to collaborate and discuss in general and on this topic.”</b>	<b>“What will I be able to decide in terms of grading? What will be mandated?”</b>	<b>“What ARE some of the best practices? What is the best research?”</b>	<b>“how do students navigate all these different practices (period by period through the day)?”</b>
<b>“We had a Lively, Passionate, Honest conversation.”</b>	<b>“I’m doubting some of my own grading practices. This has caused me to reflect a lot on my own practices.”</b>	<b>“I wonder what are other schools/teachers/departments doing?”</b>	<b>“We are all over the place. It is difficult to standardize because we are so different.”</b>
<b>“I loved that colleagues were willing to discuss beliefs &amp; practices openly.”</b>	<b>“We have major work to do. I’m feeling overwhelmed.”</b>	<b>“What is our process? What are the next steps? what is the timeline?”</b>	<b>“This is going to be difficult.”</b>
<b>“I enjoyed the shared passion about profession.”</b>	<b>“I am not really uncomfortable at all.”</b>	<b>“I’m curious about what our model will be? What will be part of a grade?”</b>	<b>“Why do we have to be the same, if the teacher knows what they are doing?”</b>



# ACT: Changes to be made and next steps

- The next four Flex Learning Days will focus on the purpose of grades and what makes up those grades.
- We will study the work of researchers in the field of grading to inform our thinking and help us to organize our District 86 grading practices. Learning, thinking and discussing together.

## Researchers that we may focus on:

Bowers, Brookhart, Chappuis, **Dueck**, Feldman, **Guskey**, O'Connor, Reeves, Stiggins and Wormeli



# Do: October 2 Flex Learning Day

- Shared September 11 FLD Staff Feedback Survey Summary
- Deep Dive into Thomas R. Guskey's research on grading and assessment





# 86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.



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# Board Briefs

Hinsdale 86



eNewsletter

## October 10, 2019 Committee of the Whole Meeting

### Good News

Principals Walsh and Pokorny Lyp introduced student liaisons Jackson Hughes from Central and Nautica Kindred from South, who provided the Board with information and updates from their reports.

The report from Hughes featured information about some of the school's recent and upcoming events and activities, and a summary of accomplishments by several of Central's fall sports teams. It also included feedback students shared with the building administration about proposed facilities upgrades and Flexible Learning Days. You can access Hughes' report by visiting <http://bit.ly/2MsDOgj>.

The report from Kindred included information about several of the school's events and activities that were held in September. It also featured information about some of the recent academic and athletic accomplishments earned by students from the school. You can access Kindred's report by visiting <http://bit.ly/2Oz3Ocn>.

### Strategic Plan Goal 1: Student Growth and Achievement

Members of the team who are working on Goal 1 of the district's strategic plan provided the Board with a brief update on the status of their efforts to date. This update included information about the Key Performance Indicators (KPIs) they will use to measure and assess progress on their goal, which is to ensure that all students are engaged in a rigorous education resulting in college, career and life readiness. These KPIs include:

- Grade nine students on track
- Coursework designed to prepare for college, career and life
- Readiness
- Grade-point average
- Graduation rate
- Math experience beyond Algebra II
- PSAT/SAT growth and performance

In addition, they shared information about the work our teachers are currently doing around

curriculum alignment, more specifically the efforts being undertaken to help ensure that we are using fair and consistent grading and assessment practices across the district. During the next four Flexible Learning Days, our teachers will be exploring the purpose of grades and what makes them up. They will also be studying the work of researchers in the field of grading in order to inform their thinking and help them organize the district's grading practices.

You can access the update the Goal 1 team shared with the Board by visiting <http://bit.ly/2B3mqJL>.

### **Consent Agenda**

The Board voted to approve the consent agenda as amended. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/2IE2H7q> to access the consent agenda items beginning under number four.

### **Approve Resolution #20.06 Providing for the Issue of General Obligation School Building Bonds Not to Exceed \$34,910,000**

The Board voted to approve a resolution to sell General Obligation School Building Bonds in an amount not to exceed \$34,910,000. You can access this resolution by visiting <http://bit.ly/2OBJ6IO>. During its meeting on Sept. 18, the Finance Committee received a presentation about the sale of bonds from PMA Securities, which is the district's municipal adviser.

### **Approve Agreement with Brian Drelicharz for Dialectical Behavior Therapy Consultation**

The Board approved an agreement with Brian Drelicharz to provide classes about dialectical behavior therapy (DBT) for parents/guardians, and also offer consultation to staff members who support students with emotional and behavioral challenges. You can access a copy of the agreement by visiting <http://bit.ly/33kkGHX>.

Dr. Paul Holmes, who has been instructing parents/guardians on DBT and providing our HAVEN staff with consultation since its inception, is seeking to transition to other professional interests. The agreement with Mr. Drelicharz will help ensure that families and staff members continue to have access to these services.

### **Board President's Report**

Board President Nancy Pollak talked about her visit to Emily Polacek's class at Hinsdale South in conjunction with the classroom visit initiative the Board launched this year.

Board President Pollak mentioned that Board members will be participating in Hinsdale Central's Day of Service on Oct. 19.

In accordance with [policy 2:150 \(Committees\)](#), Board President Pollak appointed new members to the district's Parent-Teacher Advisory Committee (PTAC). These new members include Board member Cynthia Hanson, Brad Verthein, the district's assistant superintendent of student services, and Hinsdale South student Jenny Pantoni. The PTAC, which was created by the Board in January 2016, assists with the development of policies and procedures related to student behavior. It reviews and discusses a variety of issues, including administering medication in the schools, reciprocal reporting between the District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures and the dissemination of student conduct information.

### **Policy Committee Report**

Members of the Policy Committee provided the Board with a report from their meeting on October 7. The topics discussed during the meeting included policies that required an expedited review, the 2019 IASB Resolutions Committee Report and dates for future meetings about the policy manual customization. In addition, the Board voted to approve the release of the draft minutes from this meeting.

### **Policy Approval**

The Board approved changes to policy 6:100 (Using Animals in the Educational Program) after reviewing and discussing them during the meeting. The changes will help address the academic and instructional limitations created by the previous policy. For example, under the new policy,

students will be able to participate in more science experiments. In addition, students who take part in AP Research and SIR will be able to compete in regional and state science competitions under the category of Zoology. You can access the information about the policy that was in the Board packet by visiting <http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BGRJYY4F7851>.

### **First Reading of Policies**

The Board conducted a first reading of proposed changes to three policies, including [2:230 \(Public Participation at Board of Education Meetings and Petitions to the Board\)](#), [7:190 \(Student Behavior\)](#) and [7:270 \(Administering Medicines to Students\)](#). The Board also discussed a recommendation from the administration to create [policy 4:16 \(Information Security\)](#). Policies 4:16, 7:190 and 7:270 will be brought back to the Board at a future meeting for a second reading and approval. Policy 2:230 is being sent back to the Policy Committee for further review and discussion. You can access the policies the Board reviewed by visiting <http://bit.ly/2IE2H7q> and scrolling to item 12.

### **Superintendent's Report and Sterigenics Update**

Superintendent Tammy Prentiss shared the following dates for the strategic plan goal updates that are being provided to the Board during its meetings in October, November and December.

- Goal 1 - Oct. 10
- Goal 2 - Oct. 22
- Goal 5 - Nov. 14
- Goals 3 and 4 - Dec. 12

Superintendent Prentiss asked Chris Jasculca, who is the district's director of communications, to provide a brief preview/overview of the communications portal created by Pepper Construction that will feature information and updates about the projects being undertaken in conjunction with our Future Ready Facilities plans. That portal is now live and can be accessed via the district's website (Pepper 360 Web Portal link on <https://d86.hinsdale86.org/domain/425>) or by visiting <https://www.pepper360.com/public/hinsdale/>.

Superintendent Prentiss discussed the kick off to her Superintendent's Roundtable, which took place on Oct. 3 and was attended by 20 teachers. During the first meeting, the group started its book study of "[The Happiness Advantage](#)" by [Shawn Achor](#), and brainstormed discussion topics for its next meeting on Oct. 22.

Superintendent Prentiss talked about her most recent Wednesday Walkthroughs at Hinsdale South and Hinsdale Central, which included visits to self-contained special education classrooms, science labs, [English classes](#), the Technology Support Internship desk and the Devils' Advocate student newspaper.

Superintendent Tammy Prentiss also provided an update regarding Sterigenics. On Sept. 30, 2019, Sterigenics issued a press release announcing its plans to exit its operations in Willowbrook due to its inability to reach an agreement on the renewal of the lease for its Quincy Street facility. The company also announced that it will not seek to reopen its facility on Midway Drive. In terms of contacting former employees from Hinsdale South, the Board expressed its support for the administration's recommendation that the district reach out using information it has collected via the Quarter Century Club retiree group.

### **Summer School Report**

The administration provided the Board with a report about the district's 2019 summer school program that included information about the number of students served, the classes offered and the budget. In the report, which you can access by visiting <http://bit.ly/35qnT14>, the administration shared details about the progress the district made on the goals it set for the summer, which included:

- Recover credits lost through course failure in order to stay on track to graduate, or to move forward in a course sequence without doubling up on two courses.
- Remediate deficient math and reading skills in order to ease the transition to high school level work for incoming freshman who are academically at-risk, and also narrow the

performance gap for current students by providing targeted interventions and continued practice.

- Enhance skills and develop strategies in order to succeed in a course that is a level higher than the student has experienced before.
- Fulfill graduation or elective requirements in order to open space in the student's schedule for an elective during the academic year.
- Explore elective areas through workshops and enrichment offerings.
- Begin online registration and tuition payments using PushCoin and the webstore.

The report also included recommendations for the 2020 program that included:

- Making improvements to the process and timeline for registration
- Continuing to provide transportation
- Continuing to identify ways to make the program more cost efficient
- Continuing to offer enrichment courses and opportunities

In addition, the administration presented the Board with the proposed dates for next year's program, which you can access by visiting <http://bit.ly/33khEDK>.

### **Forecast Assumptions**

As it has on an annual basis in October, the administration presented the Board with forecast assumptions that are used to update the district's five-year financial projections. This is the first step in the annual levy process. After the Board approves the forecast assumptions, the administration will update the five-year financial projections and present them to the Board in November. You can access the forecast assumptions analysis that was presented to the Board by visiting <http://bit.ly/2B3Cxa2>.

### **Operational Calendar and Future Agenda Items**

The Board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 8:11 p.m. You can watch the video of the meeting by visiting <http://bit.ly/32hRzoV>.

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## **Future Board Meetings**

### **Wednesday, October 23, 2019 at 6 p.m.**

Regular Action Meeting  
Hinsdale South High School Cafeteria

### **Thursday, November 14, 2019 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale Central High School Cafeteria

### **Monday, November 25, 2019 at 6 p.m.**

Regular Action Meeting  
Hinsdale Central High School Cafeteria







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## FIRST LOOK

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October 23 2019  
[Regular Action Meeting](#)  
6:00 PM  
Hinsdale South High School

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On October 23, 2019, the Board of Education will call the Regular Action Meeting to order at 6 p.m. and then immediately adjourn to closed session. The Board will reconvene the open session at approximately 6:30 p.m. Community members interested in addressing the Board during audience communication can sign up prior to the Board reconvening the open session.

### **Strategic Plan Goal 2: Learning Environment**

Members of the team who are working on Goal 2 of the district's strategic plan will provide the Board with a brief update on the status of their efforts to date. This update will include information about the Key Performance Indicators (KPIs) they will use to measure and assess progress on their goal, which is to ensure that the learning environment promotes student well-being.

### **Academic Report**

The administration will present the Board with the annual academic report on student performance and achievement measures. This report will include SAT and AP test data, as well as data regarding enrollment.

### **Science Sequence Report**

The administration will present the Board with a report about science sequencing, which is part of the curriculum alignment work that is being conducted in conjunction with Goal 1 of the strategic plan. The district's science department began studying potential sequence changes last year with the goal of implementing them in the fall of 2020.

### **Annual Financial Reports**

Andy Mace from Klein Hall CPAs will provide the Board with the district's Annual Financial Report and Comprehensive Annual Financial Report for fiscal year-end 2019.

### **Facilities and Special Committee Report**

Facilities Committee members will provide the Board with a report from its joint meeting with the special committee regarding community engagement with construction, which

was held at Hinsdale South High School on October 18, 2019.

### **Authorize Benefit Plan Changes**

The Board will vote to authorize the district's human resources department to implement benefit plan changes for all employees that will take effect January 1, 2020.

### **Approve Forecast Assumptions**

The Board will vote to approve the forecast assumptions presented during the Committee of the Whole Meeting on October 10. Once approved, the administration will use the assumptions to update the five-year forecast projections. The administration will present the updated forecast projections to the Board in November.

### **Award RFP #20-013: Commissioning Authority**

The Board will vote to award RFP #20-013: Commissioning Authority in the amount of \$129,500 to AMSCO Engineering to provide defined services in connection with the referendum projects. The district received four responses to the request for proposals it issued on September 5, 2019. The district's evaluation committee unanimously recommended that AMSCO Engineering be awarded the RFP due to their local presence and the fact that their proposed fees were the lowest of all the respondents.

### **Approve 2020 Summer School Calendar**

The Board will vote to approve the following proposed dates for the 2020 summer school program (credit-bearing course and enrichment courses and workshops), which were presented during the Committee of the Whole Meeting on October 10.

#### Credit-Bearing Courses (Monday - Friday)

Semester 1: Monday, June 8 - Friday, June 26 (15 days)

Semester 2: Monday, June 29 - Friday, July 17 (15 days)

#### Enrichment Courses and Workshops (Monday - Thursday)

Monday, June 8 - Thursday, June 25 (12 days)

Monday, June 29 - Thursday, July 28 (12 days)

### **Approve Agreement with SASS for Social Work and Therapy Services**

The Board will vote to approve an agreement with the DuPage County Health Department's Screening, Assessment and Support Services (SASS) for social work and therapy services. SASS will provide services to students who are Medicaid eligible and experiencing a mental health crisis.

### **Approve Agreement with the YWCA for Social Work and Therapy Services**

The Board will vote to approve an agreement with the YWCA for social work and therapy services. The YWCA provides free services to adolescents who have experienced sexual trauma.

### **Approve Policies on Second Read**

The Board will conduct a second reading and vote to approve policy 4:16 (Information Security), policy 7:190 (Student Behavior) and policy 7:270 (Administering Medicines to Students). The Board conducted a first reading of these policies during the Committee of the Whole Meeting on October 10.

### **Financial and Treasury Reports**

Per its regular cadence of reporting, the administration will provide the Board with the treasury and financial reports for September 2019.

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Hinsdale 86

Board  Briefs

eNewsletter

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**October 23, 2019**  
**Regular Action Meeting**

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**Good News**

Principal Pokorny Lyp and Principal Walsh both shared news about the students from [South](#) and [Central](#) who earned All District selections for band, chorus, jazz band and orchestra from the Illinois Music Education Association (ILMEA).

Principal Pokorny Lyp recognized several students, clubs and teams from South for their recent accomplishments, including:

- The theatre art students who earned induction into the [International Thespian Society \(ITS\)](#), which is the honor society for secondary school theatre students.
- The students who were selected as the [first group of Breakfast Club winners for the 2019-20 school year](#). Every quarter, teachers nominate students for this award based on "the intangible gifts they bring to the building and classrooms" at South.
- The student-athletes who were selected to represent the school at the [IHSA Leadership Conference](#), which is designed for and directed toward freshmen, sophomore and juniors who are "recognized as leaders in their school community and want to improve their leadership skills."
- The Hornet Math Team for taking second place overall and in a number of individual events at a recent meet held at Addison Trail High School.
- The school's marching band for taking third place at the recent Robert Morris University Marching Band Invitational.
- Billy Gneiser for taking second place in Sectionals for boys golf and qualifying for state. During the state tournament, Billy came in 15th place, which is the best finish by a golfer from South in the past 22 years.

Principal Walsh also recognized several students, clubs and teams from Central for their recent accomplishments, including:

- Catherine Collins, Lily Hart, Lorenzo Jennings, Marcos Lopez and Will Rivera for being selected to participate in the College Board's [National Hispanic Recognition Program](#), which they earned by scoring in the top 2.5% of the Hispanic and Latino students who took the PSAT/NMSQT test in the region last fall.

- The students and staff who worked on the [2018-19 edition of the school's El Diablo yearbook, which earned a rating of All-American with Four Marks of Distinction](#) (highest possible rating) for theme, design, writing and coverage from the National Scholastic Press Association (NSPA).
- The varsity boys golf team for taking second place in Sectionals and finishing seventh in the state tournament.
- Jessica Joy and Sarah Thornton from the girls golf team for qualifying for state.
- The students and staff members who participated in the school's 3rd Annual Day of Service.

### **Strategic Plan Goal 2: Learning Environment**

Members of the team who are working on Goal 2 of the district's strategic plan provided the Board with a brief update on the status of their efforts to date. This update included information about the Key Performance Indicators (KPIs) they will use to measure and assess progress on their goal, which is to ensure that the learning environment promotes student well-being. These KPIs include:

- Student attendance
- Pre- and post-assessment for RULER
- Opportunities for student voice
- Student behavior
- Student engagement in class
- Student participation in co-curricular activities

They also shared information about some of the next steps they will be taking to advance their three strategies, including:

- Strategy 4 (Calendar and School Day) - Contact other schools to get information about their schedules and calendars; study research about topics such as start times for school, adolescent sleep and block scheduling.
- Strategy 5 (Student Involvement in Decisions) - Interview students and review the 5Essentials data; identify and talk to people who are experts in student involvement.
- Strategy 6 (Providing SEL and limiting stress) - Maintain a continuous improvement process for the implementation of RULER; prepare for the integration of SEL into the curriculum alignment; network with SEL high school cohort and sender schools.

You can access the update the Goal 2 team shared with the Board by visiting <http://bit.ly/2BDlg80>.

### **Student Performance and Achievement Measures**

The administration presented the Board with the annual academic report on student performance and achievement measures. This report, which you can access by visiting <http://bit.ly/2JkpCVK>, included the following information:

- Data for the SAT and Illinois Science assessment (pages one through three)
- An update on the work our teachers are doing this year around grading and assessment practices (page three)
- Data about ninth graders on track (page four)
- Data about graduation rates (pages five and six)
- Data about enrollment (page six)
- Data for the ACCESS test completed by the district's English Language Learners (pages seven and eight)
- Details on the district's continued implementation of the Illinois State Seal of Biliteracy Program (pages eight and nine)
- Data about Advanced Placement exams (pages 10 and 11)
- Data about the National Merit Scholarship Program (page 12)
- Details about the designation scores Central and South received in accordance with the Every Student Succeeds Act (pages 13 and 14)

The administration also shared a high-level preview of the data that will be featured on the 2019 Illinois Report Cards for Central and South, which you can access by visiting

### **Science Sequence Report**

The district presented the Board with a report about science sequencing, which is part of the curriculum alignment work that is being conducted in conjunction with Goal 1 of the strategic plan.

In order to align the science curriculum between Hinsdale Central and Hinsdale South, the district needed to look at the sequence of courses that are available to our students. Since the course sequences at the schools differed, we formed a team to investigate the science program options that would provide coherence across the two buildings.

After participating in several meetings and presentations, and also getting feedback from students, members of the science department, community members and members of the Board, the team came to the conclusion that the district's students should take a vertically-aligned sequence of science courses that builds upon the skills of the previous course. This sequence would begin with Physics in the Universe starting freshman year.

By making this change, the district will provide students with the chance to experience four different types of science (earth science, physics, chemistry and biology) over a three-year period, while also continuing to prepare them for Advanced Placement courses and electives. The change will also help us achieve the following goals:

- Align course fees, texts, objectives and semester exams
- Increase student exposure to and interest in core sciences
- Align courses with college and career opportunities
- Create a strategic and coherent science program
- Provide informed student choice in coursework junior and senior year
- Increase SEL considerations for students and parents/guardians

At the conclusion of the presentation, the Board expressed its support of the change to the science program, which will be implemented at both schools by class cohort starting in August 2020. Since this change will result in a shift in the current core course sequencing at Central, we will be aiding the transition at the school by limiting freshman enrollment in the courses in August 2020. We will then implement the change with all of the incoming freshmen at Central in August 2021. Since the change will not result in a shift in the current core course sequencing at South, all freshmen will begin in the courses when they enter the school in August 2020. In keeping with our existing practice, a student's science placement will be based on his/her math placement.

You can access the report the Board received about science sequencing by visiting <http://bit.ly/2pSjQ1S>. You can access the presentation about science sequencing that was given during the meeting by visiting <http://bit.ly/32LV0UT>. You can also view/listen to the presentation and conversation about the topic that took place during the meeting by visiting <http://bit.ly/35ZeQhn> (presentation starts at the 57:17 mark and goes until the 1:50:50 mark).

### **Annual Financial Reports**

Andy Mace from Klein Hall CPAs provided the Board with the district's Annual Financial Report and Comprehensive Annual Financial Report for fiscal year-end 2019. You can access the two reports by visiting <http://bit.ly/2Wax4rN>.

### **Facilities and Special Committee Report**

Facilities Committee members provided the Board with a report from their joint meeting with the special committee regarding community engagement with construction, which was held at Hinsdale South High School on October 18, 2019.

During this meeting, the two committees reviewed/discussed a recommendation on the selection of a commissioning agent. They talked about potential energy incentives and rebates. They reviewed the proposed timeline for issuing the bids associated with the work that is scheduled for completion during Phase I of the Future Ready Facilities projects. They reviewed milestone dates for bidding, budgeting and construction. They received updates about the zoning for the first phase of the Future Ready Facilities work, information about replacing air handlers and

RTUs for air conditioning, and a follow-up on the boiler conversation they had during their previous meeting. There was also a review/discussion about some of the initial designs for the Phase I projects.

You can access the video from the meeting by visiting <https://vimeo.com/367824941>. Please note that, while the audio is still available, the portion of the meeting featuring the review/discussion of the designs included drawings/schematics of our buildings that we blacked out for security reasons.

### **Consent Agenda**

The Board voted to approve the consent agenda as presented. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/31H8pfu> to access the consent agenda items beginning under number six.

### **Authorize Benefit Plan Changes**

The Board voted to authorize the district's human resources department to implement benefit plan changes for all employees that will take effect January 1, 2020. These changes include a switch from HMO Illinois to the Blue Advantage network, and the creation of a three-tier network for the district's PPO and HSA plans. You can access information about the changes by visiting <http://bit.ly/2BNR5v7>.

### **Approve Forecast Assumptions**

The Board voted to approve the forecast assumptions that were presented during the Committee of the Whole Meeting on Oct. 10. The administration will now use these assumptions to update the district's five-year forecast projections, which will be presented to the Board in November. You can access the forecast assumptions that were shared with the Board on Oct. 10 by visiting <http://bit.ly/2WhtBYJ>.

### **Award RFP #20-013: Commissioning Authority**

The Board voted to award RFP #20-013: Commissioning Authority in the amount of \$129,500 to AMSCO Engineering to provide defined services in connection with the referendum projects. The district received four responses to the request for proposals it issued on September 5, 2019. The district's evaluation committee unanimously recommended that AMSCO Engineering be awarded the RFP due to their local presence and the fact that their proposed fees were the lowest of all the respondents. You can access additional information about the selection process and recommendation by visiting <http://bit.ly/33Rc8lQ>.

### **Approve 2020 Summer School Calendar**

The Board voted to approve the following proposed dates for the 2020 summer school program (credit-bearing course and enrichment courses and workshops), which were presented during the Committee of the Whole Meeting on October 10.

#### Credit-Bearing Courses (Monday - Friday)

Semester 1: Monday, June 8 - Friday, June 26 (15 days)

Semester 2: Monday, June 29 - Friday, July 17 (15 days)

#### Enrichment Courses and Workshops (Monday - Thursday)

Monday, June 8 - Thursday, June 25 (12 days)

Monday, June 29 - Thursday, July 28 (12 days)

### **Approve Agreement with SASS for Social Work and Therapy Services**

The Board voted to approve an agreement with the DuPage County Health Department's Screening, Assessment and Support Services (SASS) for social work and therapy services. SASS will provide services to students who are Medicaid eligible and experiencing a mental health crisis. You can access a copy of the agreement by visiting <http://bit.ly/3639i5M>.

### **Approve Agreement with the YWCA for Social Work and Therapy Services**

The Board voted to approve an agreement with the YWCA for social work and therapy services. The YWCA provides free services to adolescents who have experienced sexual trauma. You can access a copy of the agreement by visiting <http://bit.ly/2p9evbj>.

### **Approve Policies on Second Read**

The Board conducted a second reading and voted to approve the creation of policy [4:16 \(Information Security\)](#), and revisions to policy [7:190 \(Student Behavior\)](#). The Board conducted a first reading of these policies during the Committee of the Whole Meeting on October 10.

The Board tabled the revisions to policy [7:270 \(Administering Medicines to Students\)](#) to give the Policy Committee the time and opportunity to explore whether information about the management of diabetes needs to be added to the document.

### **Board President's Report**

Board President Nancy Pollak thanked Hinsdale Central for inviting her and the other Board members to take part in the school's 3rd Annual Day of Service on Oct. 19.

### **Superintendent's Report**

Superintendent Tammy Prentiss provided an update on the work being done in conjunction with the district's strategic plan. She mentioned that she and Perry Soldwedel from the Consortium for Educational Change will be meeting with several of the goal champions on Oct. 25 to talk about the status of their work, as well as the Key Performance Indicators they will be using to measure their progress. She also shared that updates on Goals 1 and 5 will be presented to the Board in November, while updates on Goals 3 and 4 will occur in December.

Superintendent Prentiss mentioned that she held her second Superintendent's Roundtable meeting on Oct. 22. During this session, the group continued its book study of "[The Happiness Advantage](#)" by [Shawn Achor](#), and engaged in further conversation about ways to improve the workplace environment across the district.

Superintendent Prentiss talked about her most recent Wednesday Walkthrough, which included visits to math and Spanish classes at Hinsdale South, and check-ins at Hinsdale Central on the work our teachers are doing this year around grading and assessment practices.

Superintendent Prentiss mentioned that a letter regarding Sterigenics was sent to the retired teachers and support staff for whom we have mailing addresses.

Superintendent Prentiss also discussed the conversations she has had and will continue to have with the Illinois State Board of Education about the way the state factors our students from the Transition Center into the graduation rates for Central and South.

### **Financial and Treasury Reports**

Per its regular cadence of reporting, the administration provided the Board with the financial and treasury reports for September 2019. You can access the financial report by visiting <http://bit.ly/2MIsfCO> and the treasury report by visiting <http://bit.ly/2BO8DHv>.

### **Operational Calendar and Future Agenda Items**

The Board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 9:29 p.m. You can watch the video of the meeting by visiting <http://bit.ly/35ZeQhn>.

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## **Future Board Meetings**

### **Thursday, November 14, 2019 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale Central High School Cafeteria

### **Monday, November 25, 2019 at 6 p.m.**

Regular Action Meeting  
Hinsdale Central High School Cafeteria

**Thursday, December 12, 2019 at 6 p.m.**  
Regular Action Meeting  
Hinsdale South High School Cafeteria



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



*A Tradition of Excellence*

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**TO:** Tammy Prentiss, Superintendent

**FROM:** Dr. Carol Baker, Assistant Superintendent for Academics  
Eric Martzolf, Hinsdale South Assistant Principal for Curriculum and Instruction  
Jessica Hurt, Hinsdale Central Assistant Principal for Curriculum and Instruction

**DATE:** October 23, 2019

**RE:** Illinois School Report Card Preview

At the upcoming Board of Education meeting, we will discuss the information below, which summarizes District 86's academic data from the 2018-19 school year as compared to previous years, as well as to state and national performance levels. While this report is rich in information, it only skims the surface of data analysis in District 86, which is an on-going, decision-making process at both the district and building levels. The report shares the data in charts and graphs, highlights areas of celebration and growth, and considers future action regarding the following performance indicators.

**Illinois Mandated Tests**

**SAT**

In April 2019, the graduating class of 2020 took the SAT with Writing as their state-mandated college entrance test. Students in District 86 performed very well as compared with other students in Illinois. Illinois has set rigorous goals for ELA and Math performance that exceed the national standards set by the College Board. The State of Illinois has set a minimum threshold score of 540 for both ELA and Math. For the graduating class of 2020, 37% of students in Illinois met this standard. In District 86, 44% of South students scored 540 or above in ELA and 75% of Central students scored 540 or above. In Math, 34% of students in Illinois met this standard. In District 86, 47% of South students scored 540 or above in Math and 79% of Central students scored 540 or above.

**Science**

The SAT does not have a science component. The federal government requires that all states test all students in science at least once in elementary school, once in middle school and once in high school. In Illinois, the Science test has gone through changes over the past few years, and will continue to experience change for the next few years to come. In 2013, Illinois adopted the new set of Science standards, the Next Generation Science Standards. Temporarily, an interim test was purchased from another state. Educators in Illinois are building the new test over the next several years and questions will be piloted during the process. Since the test has not been consistent over the last few years, it is difficult for schools to address any perceived deficiencies. In 2019, 49% of students met the minimum threshold in Illinois. In District 86, 61% of students at South met this standard and 70% of students at Central met this standard.

Graphs for both SAT and the Illinois Science assessment are on the next page:



### SAT ELA South



### SAT ELA Central



### SAT Math South



### SAT Math Central



## Illinois Science South



## Illinois Science Central



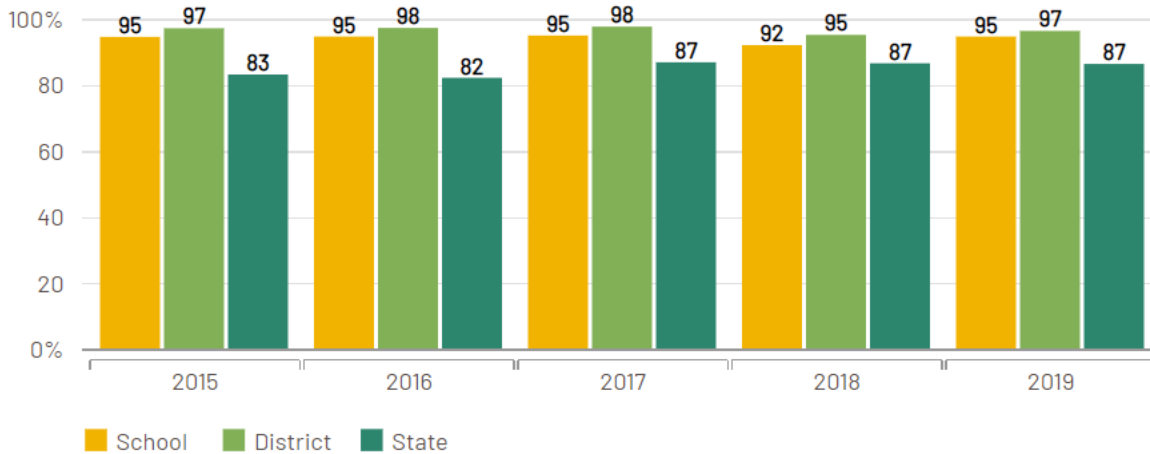
## Grading, Assessment and Curriculum Alignment Work

The District 86 Strategic Plan, Goal 1, focuses on Student Growth and Achievement. It states that, *All students are engaged in a rigorous education resulting in college, career, and life readiness*. High Priority Strategy number one calls for *Course and instructional units including common critical competencies, aligned assessments between the two high schools, and multiple measures of success*. To that end, we are beginning with examining our own grading and assessment practices to align to current educational research. This work is needed to make fundamental changes to our practices in order to respond constructively to changing instructional practices with the end goal of clear communication to all stakeholders. After this groundwork is completed, the next phase will be curriculum alignment. In the past, many teachers have individually, or by course within a school, developed lessons for their classes independently of the teachers/department in the other school. The curriculum alignment phase will be an opportunity for us to identify the best instructional practices, grading practices, and course materials in each school, in each department and in each course, and use these to create a unified curriculum structure that assures that all students have equal access to the best academic experience that D86 can offer.

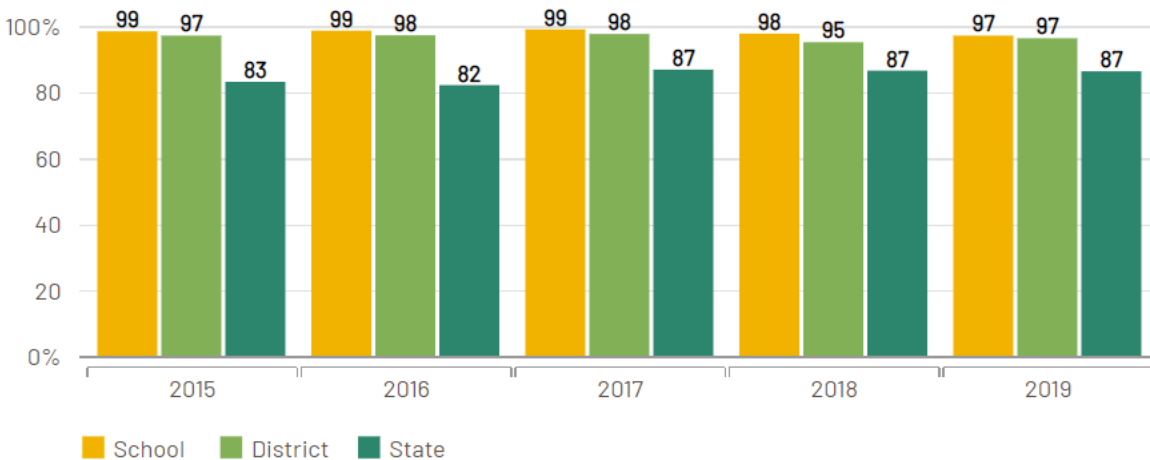
## 9th Grade on Track

Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, Math, Science, or Social Science). Course credits from summer sessions are not included in this calculation. Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by identifying freshmen at risk and providing tutoring, additional instruction, and other individualized services. In Illinois, for the last three years, 87% of freshmen have been identified as being on track. In District 86, we continue to exceed the state averages: At Hinsdale South, 94.9% of freshmen are on track and at Hinsdale Central, 97.4% of freshmen are on track.

### 9th Grade on Track South



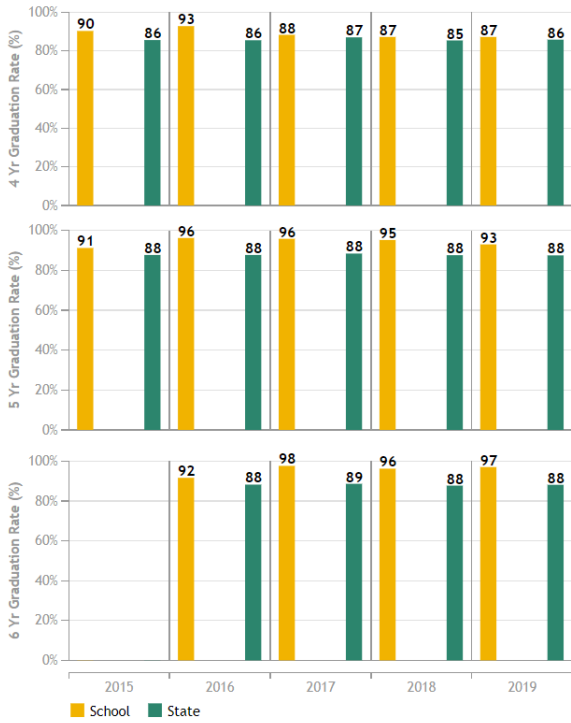
### 9th Grade on Track Central



## Graduation Rate

A high school diploma is vital both for students who plan to enter college and students who plan to enter the workforce. In order to ensure that graduates are ready for college and career, it is important to evaluate graduation rate in the context of student achievement, college-readiness, and career-readiness. Illinois measures graduation rate in terms of 4,5,or 6 years. In Illinois, the current rates are: 4 year: 86%, 5 year: 88%, 6 year 88%. In District 86, we continue to surpass the state averages. At South our rates are: 4 year: 87%, 5 year 93%, 6 year, 97%. At Central our rates are 4 year: 96%, 5 year: 98%, 6 year, 99%.

### Graduation Rate South



### Graduation Rate Central



The graduation rate reported by the ISBE includes the IEP students that receive transition services and therefore penalizes schools' graduation rates for providing services beyond four years to these students. Superintendent Prentiss has been in conversation with ISBE advocating for a change in the States' computation of the graduation rate. If we remove the students who are receiving transition services from the calculation, our 4 year graduation rate changes for each school. On the next page is a complete analysis of the data for each school to give a more accurate picture of the graduation rate for both Hinsdale South and Hinsdale Central.

## Class of 2019 Graduation Data

	South Graduation Rate	Central Graduation Rate
Graduated	<b>321</b>	<b>694</b>
Promotion	2	0
Dropped Out	3	2
Moved Not Known to be Continuing	7	4
Retained in Same Grade	35	19
Change in Serving School	1	0
Not Graduated	48	25
Transfer for Home School	4	1
Transfer to GED program	0	1
Moved out of US	2	5
Transfer to Another School Out of IL	11	20
Transfer to Another School in IL	4	2
Removed from Adjusted Cohort	<b>21</b>	<b>29</b>
	<b>389</b>	<b>747</b>
Adjusted Graduation Rate	<b>96.10%</b>	<b>99.14%</b>

## Enrollment Report

As of October 21, 2019 the table below shows our current enrollments for each school.

South		Central		Transition Center	
Other Programs Supported i.e. Easterseals Academy, Camelot, Acacia Academy, Lincoln Academy, etc.	21	Other Programs Supported i.e. Easterseals Academy, Camelot, Acacia Academy, Lincoln Academy, etc.	21	Home School Hinsdale Central	31
Technology Center of Dupage	17	Technology Center of Dupage	3	Home School Hinsdale South	44
Transition Center	44	Transition Center	<b>31</b>		
Central (Serving School)	22	South (Serving School)	13		
DHH Program	44	Central	2,666		
South	1,340				
<b>Total</b>	<b>1,488</b>	<b>Total</b>	<b>2,734</b>	<b>Total</b>	<b>75</b>

In November, ISBE will report enrollment data for each school. Those numbers will look slightly different than the numbers above due to the way that ISBE organizes the data. Specifically, ISBE will use a specific set of rules to determine their enrollment numbers. According to ISBE, where multiple enrollments exist for the same student the enrollment reported:

- Has the highest percent time of day OR ELSE;
- The enrollment where home school is the same as serving school OR ELSE;
- The most recent enrollment.

## English Language Learners

### Access Testing Results

ACCESS is an online test for ELLs. The test consists of four sections: reading, writing, listening, and speaking. This test is administered as a computer-delivered exam, and was updated to align with the Common Core standards in order to accurately assess the increased rigor expected of all students, including ELLs. Online testing was successful and all students at South and Central completed all sections of the assessment within the testing window and without errors on the state report in May.

Since the goal of ACCESS testing is to determine how many of a District's ELLs have become English language proficient, the measure of success is how many students are exited from services due to a lack of need for further assistance. Thus, the percentage of students exiting the program becomes a cause for celebration when the number is large. All districts across the state continue to see a drop in scores and exit rates due to the resetting the cut scores to increase rigor in 2017. Therefore, continuing in 2019, our ACCESS scores remained consistent to the previous 2 years of testing data. We are now forming accurate comparisons with the third year of the score recalculation in effect.

<b>District 86* Historical Testing and Exit Data 2018</b>			
<b>Year</b>	<b>Total Tested</b>	<b>Total Exit</b>	<b>Percent Exit</b>
2013	48	16	33%
2014	40	19	47%
2015	40	18	45%
2016	46	23	50%
2017	39	8	20%
2018	52	5	9%
<b>2019</b>	<b>*67</b>	<b>**9</b>	<b>***13%</b>

\*Central includes South students who attend Central for EL services.

\*\*4 students met exit criteria attending Hinsdale South of 15 tested.

\*\*\*Exit Criteria: **4.8 Composite**

To put our exit rate in perspective, it helps to compare it to other county high schools. Compared to districts who test many more ELL students, we are similar in our exit percentage of 13%. This indicates that our students are doing just as well if not better than schools in the area with ELL populations in terms of ACCESS test exit rates based on the high quality education specifically geared towards ELLs at Hinsdale Central.

<b>Other DuPage County High School ACCESS Testing and Exit Data 2017*</b>			
<b>Year</b>	<b>Total Tested</b>	<b>Total Exit</b>	<b>Percent Exit</b>
2013	NA	NA	NA
2014	153	83	57%
2015	190	77	41%
2016	579	160	27%
<b>2017</b>	<b>586</b>	<b>13</b>	<b>2%</b>
<b>2018</b>	<i>data unavailable</i>	<i>data unavailable</i>	<i>data unavailable</i>
<b>2019</b>	<b>1,543</b>	<b>228</b>	<b>14%</b>

\*Compared to high school districts: Downers Grove 99, West Chicago 94, & Naperville 203 (Source: ISBE DELL)

Our current action plan includes steps to continue developing the work from over the summer and during Late Start Days for our ESL teacher and ELL Coordinator regarding curriculum alignment. For 2019-2020, based on student need and

course development Senior Lit and Senior Comp and Biology were changed to the co-taught ELL classes in addition to the sheltered Health ELL and United States ELL courses already in place. The ELL Coordinator continues to work with these teachers to provide best practices strategies for ELL students. This past year we added a course taught by ELL Coordinator, Kelly Owens, to comply with the 2020 Civics requirement. In 2019, fourteen ELL students took the Sheltered ELL Civics course and successfully completed this graduation requirement in a more appropriate learning environment. The ELL Department will continue to offer this course each year during a semester to meet this need for our students. In addition, Kelly Owens will continue a Lunch and Learn series for regular content teachers of ELL students to provide best practice instruction for ELL student inclusion in mainstream classes during the year. The impact on students and families due to the cut of the ELL Coordinator position will be seen for the 2020 school year. The increased responsibility on ELL teachers and paraprofessionals for the 2020 school year is part of our current action plan in order to continue to provide quality services, time, and tools for all our ELL students within the program.

After School Tutoring: Homework Club was a huge success last year and will continue this year. This program was 2 days a week for 1-1.5 hours and is a place where students can get extra support from EL department members. Based on increased responsibilities for teachers within the ELL department, we will be reducing the number of days to just one day a week for the 2020 school year. It has become a useful resource for newcomers, struggling students, and students wanting extra time to improve their English and academic skills.

Field Trips: Last year we did our second annual College Visit for parents and students of all grades to DePaul University. This was a powerful trip for parents and students to visualize the end goal of applying and attending an American university. The field trip helped parents and students be less intimidated by the application and college process. We had many more EL students attend rigorous and four-year institutions as graduating seniors including the University of Illinois at Chicago, University of Illinois Urbana-Champaign, Benedictine University, Rutgers University, DePaul University, and Lewis University. We conclude that the adjustments over the past years have indeed provided improved access to a viable, challenging curriculum and just-in-time supports for ELLs, resulting in impressive performance outcomes for these vulnerable learners.

### **Seal of Biliteracy**

2018-2019 was the third year implementing the Illinois State Seal of Biliteracy Program. This year we acknowledged students working towards biliteracy through the State Commendation Towards Biliteracy Award for the first time. District 86 used the results from Advanced Placement Exam or the state-approved online tests to measure language proficiency in the following languages: Arabic, Chinese, French, German, Russian, Portuguese, Spanish, and Latin. The data below reflects the student participation and awards for 2018-2019 school year. In total, we awarded a combined total of 167 Seals of Biliteracy & Commendations Towards Biliteracy across the district, compared to our second year of implementation when we awarded 174 in 2017-2018. We saw a decline of students earning the award based on the implementation of the Commendation. For the class of 2020, we will no longer award the state commendation based on the limited retake interest of students. See charts below for distribution of those seals by school and language.

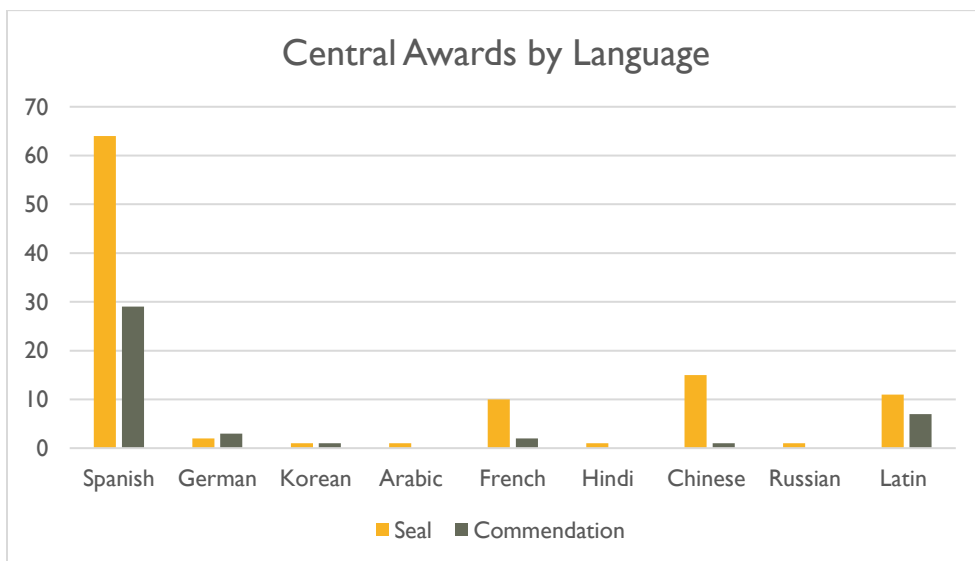
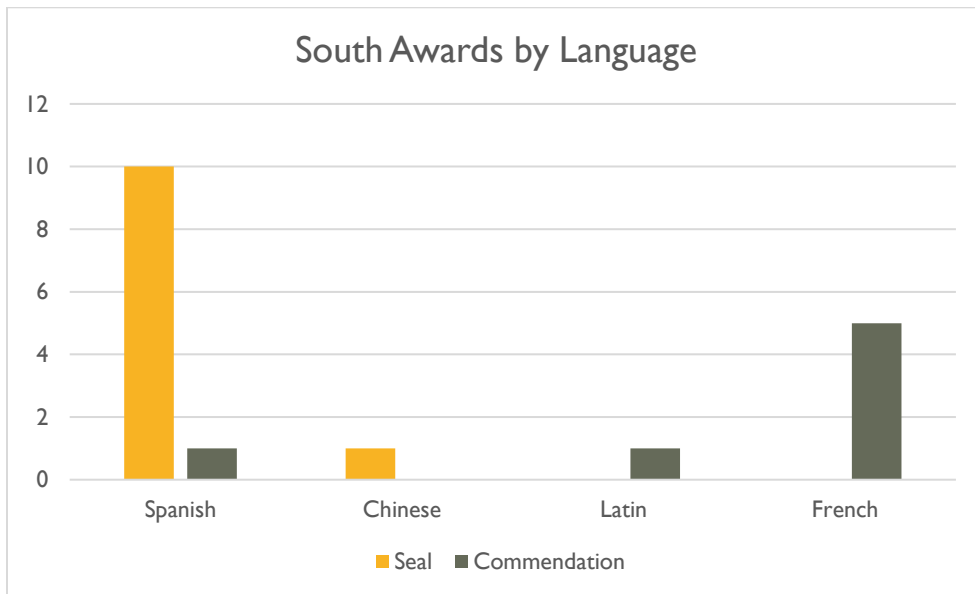
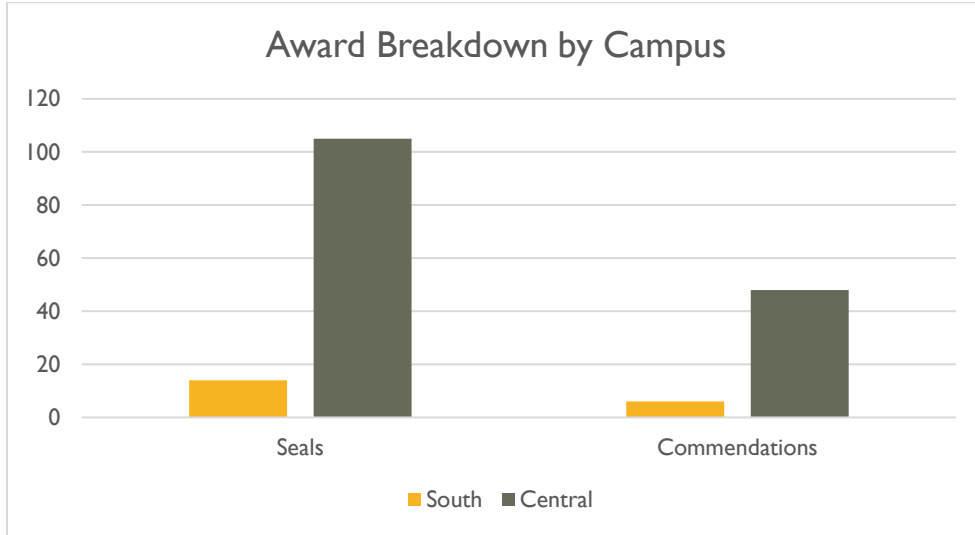
#### **AP Qualification for Earning the Seal in 2018-19**

- May of 2018 AP – Juniors (Seniors during the 2018-19 year)
  - Students whose scores qualified them were sent a letter at the beginning of the 2018-19 year to explain that they earned a Seal of Biliteracy. The seal was affixed to their diploma by school staff for distribution as seniors the following year and transcripts were updated so colleges would know they earned the recognition as they submitted their applications.
- May of 2019 AP – Seniors
  - Graduated Seniors, who earn the distinction retroactively. These students were sent a letter over the summer with the seal to affix to their diploma, and information on requesting an updated transcript.

#### **State-Approved Online Tests**

The American Council on the Teaching of Foreign Languages (ACTFL) created a test to measure language proficiency that the state of Illinois approved for implementation of the Seal of Biliteracy. The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) was used for any student who did not take the AP exam in the spring of their junior year or senior year. This was an excellent tool during the school year to award students the Seal of Biliteracy during the fall of their senior year.

Seal of Biliteracy





## Advanced Placement

Advanced Placement courses help to build the college level skills students need for success. These courses save time and money for students. Successful students may enter college with a semester or more worth of college credit, which means they may skip introductory courses, take fewer classes while enrolled in college, and pay less in tuition and fees. Completion of these rigorous courses in high school may also give students an edge in the applicant pools of highly selective colleges and universities.

This display shows the cumulative total number of AP exams taken per grade level during the spring of 2019. Also shown is the number of exams per grade level that received a score of 3.0 or more and thus earning college credit at Illinois public colleges and universities. Students may enroll in multiple AP courses during each year and may receive college credit for multiple courses during their time in high school.

In order to be sanctioned to teach AP courses, high school instructors must earn approval through the College Board, the organization that develops AP curriculum, creates the exams, and grades the exams. Participation in AP courses is strongly encouraged in District 86 in order to expose students to college coursework in a supportive environment designed to help students develop the skills and habits that will translate into future success in a postsecondary setting. In an effort to narrow the achievement gap, educators across the nation have been specifically targeting minority and low income students, who historically have experienced limited access to AP curriculum. District 86 has embraced this goal and encourages all students to explore their potential to succeed in AP courses. The District continues to make progress in this area of equity and access.

### 2019 Hinsdale South AP Data

2019 Advanced Placement College Credit	Grade 9	Grade 10	Grade 11	Grade 12
Students Taking One or More AP Exams	4	144	146	143
Students Earning College Credit For One or More AP Exams*	4	97	123	124
Total AP Exams Taken	4	184	692	1474
Total AP Exams Resulting in College Credit*	4	116	536	1156

### 2019 Hinsdale Central AP Data

2019 Advanced Placement College Credit	Grade 9	Grade 10	Grade 11	Grade 12
Students Taking One or More AP Exams	33	144	338	391
Students Earning College Credit For One or More AP Exams*	32	141	322	378
Total AP Exams Taken	40	248	1344	3307
Total AP Exams Resulting in College Credit*	39	239	1272	2983

*Note: The data above is generated by the College Board. The College Board defines "earning college credit" as any score of 3 or above on an AP Exam. All Illinois public universities must give credit for scores 3 and above.*

## AP Scholar

Every fall, the AP Program recognizes high school students who have demonstrated outstanding college-level achievement through their performance on multiple AP Exams.

AP Scholar Awards come in different levels and types:

**AP Scholar**- Granted to students who receive scores of 3 or higher on three or more AP Exams.

**AP Scholar with Honor**- Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

**AP Scholar with Distinction**- Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

**State AP Scholar** – Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, **and then** the highest average score (at least 3.5) on all AP Exams taken.

**National AP Scholar** - Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams.

**AP International Diploma** - Granted to the one male and one female student attending a school outside the United States and Canada that is not a DoDEA school with the highest average score on the greatest number of AP Exams. The minimum requirement is a score of 3 or higher on three exams.

**AP Capstone Diploma** – The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing.

### College Board AP Scholar Awards Summer 2019

	All Awards	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	State AP Scholar	National AP Scholar	AP International Diploma	AP Capstone Diploma
Central	580	159	102	242	1	64	1	6
South	190	62	37	70		21		

### **National Merit Recognition Program**

The National Merit Scholarship Program is an annual competition for college undergraduate awards in which secondary school students who rank at the top of the academic ability scale are identified and publicly honored. Students enter these competitions by taking the Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) during their junior year. Students ranking among the top 50,000 in the nation are designated “Commended Scholars” by the National Merit Scholarship Corporation in the fall of their senior year. These Commended Scholars placed among the top 5% of the more than 1.5 million students who entered the competition. In September, approximately 16,000 academically talented seniors were named “National Merit Semifinalists.” This status allowed them to fulfill several requirements to advance to the “Finalist” level of the competition. “Finalists” are eligible to continue in the competition for approximately 7,000 National Merit Scholarship awards worth about \$35 million, college-sponsored and approximately 1,000 Corporate-Sponsored Merit Scholarships. All winners of Merit Scholarship® awards (Merit Scholar® designees) are chosen from the Finalist group based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. Each March, the schools are informed of which finalists were on of these “Achievement Recipients.” In addition, The College Board recognizes academically outstanding Hispanic/Latino U.S. juniors who take the PSAT/NMSQT. Every year, the program recognizes about 5,000 of the 250,000 Hispanic/Latino juniors who take the test. The recognition program is an academic honor that can be included on college applications. It’s not a scholarship, but colleges do use this program to identify academically exceptional Hispanic/Latino students.

### **NATIONAL MERIT DATA, Fall 2019**

	<b>TOTAL National Merit Students</b>	<b>National Merit Semifinalist</b>	<b>National Merit Commended</b>	<b>National Hispanic Recognition</b>
Central	77	15	57	5
South	10	2	8	0

## Designation Score

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. The law built on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. Every state was required to develop an accountability system to measure school quality. Below are the indicators that Illinois chose to use to measure the quality of high schools in Illinois:


### Academic Indicators

SAT Scores  
 Graduation Rates  
 English Learner Proficiency  
 Science

### Student Quality/Student Success Indicators

Chronic Absenteeism  
 9<sup>th</sup> Grade on Track  
 College and Career Ready  
 Climate Survey  
 Fine Arts

Points for each indicator are computed to create a summative designation score for each school. The chart below details the four possible designation scores:



Illinois State Board of Education

## Summative Designations

- **Tier 1: Exemplary School:** A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide. Schools that receive a Tier 1: Exemplary School designation may apply to serve in the IL-EMPOWER network of partners.
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- **Tier 4: Lowest Performing School:** A school that is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools that receive a Tier: 4 Lowest Performing School designation will receive comprehensive support through IL-EMPOWER.

The fall of 2018 was the first time that Illinois assigned a designation score to schools in Illinois. Since Illinois is still building the necessary structure to collect and measure the data for all indicators, the value of each indicator on the total score varied from last year to this year and we expect this variance to continue for the next few years. The chart below shows the value of each indicator last year and this year. ISBE has not yet released the individual scores and percentages for each school for each indicator yet for this year’s scores, but we are proud to report that Hinsdale Central has again received the designation *Exemplary* and Hinsdale South has again received the designation *Commendable*.

## Designation Score Computation Information

Indicator	2018 Weight (%)	2018 Central % Awarded per Category	2018 Central Actual	2018 South % Awarded per Category	2018 South Actual	2019 Weight %
ELA Proficiency	10%	100%	10	100%	10.6	7.50%
Math Proficiency	10%	100%	10	100%	10.6	7.50%
Science Proficiency	0%	0	0	0	0	5.00%
EL Progress to Proficiency	5%	65.52%	3.28	*	*	5.00%
Chronic Absenteeism	7.50%	69.86%	5.24	59.92%	4.76	10.00%
Graduation Rate	50%	84.44%	42.22	73%	38.68	50.00%
9th Grade on Track	6.25%	93.40%	5.84	77.89%	5.16	8.33%
Climate Survey **	5%	100%	5	100%	5	6.67%
CCRI**	6.25%	100%	6.25	100%	6.25	0.00%
Total	100%		87.83		81.05	100.00%

Last year, both schools received all the points possible for ELA and Math Proficiency. All schools in Illinois received all points possible for the Climate Survey and CCRI because ISBE had not yet created the data collection process for those two indicators. The indicator that has the greatest impact on our designation score is the Graduation Rate. As explained earlier in this report, D86's graduation rate is negatively affected by the number of students that continue to receive transition services. This has a greater negative effect on the graduation rate for Hinsdale South because South's enrollment numbers are lower than Central. As stated earlier in this report, Superintendent Prentiss has been in communication with ISBE advocating for a change in how this rate is calculated.

It is important to note that the weight of each of these indicators has changed from last year to this year, and we expect it to change again in future years to add CCRI and eventually a Fine Arts indicator.

A deeper examination of our data, as well as the creation of action plans to address/improve our scores, is evolving through the D86 Strategic Plan. Goal 1 team members will be addressing the data for EL Progress to Proficiency, Graduation Rate, and 9<sup>th</sup> Grade on Track. Goal 2 team members will be addressing Chronic Absenteeism. Climate Survey will fall under Goal 2, Goal 3 and Goal 4.

The CCRI, College and Career Readiness Indicator, is a significant project for us this year. There are several data pieces that will be collected for each student to determine if that student has met the "College and Career" readiness threshold. These include not only meeting academic criteria, but involvement in school activities, and community service are included as well. Data collection will begin next year and the first scores will be reported in the Fall of 2021. A full report on CCRI will be presented to the D86 Board of Education in January.



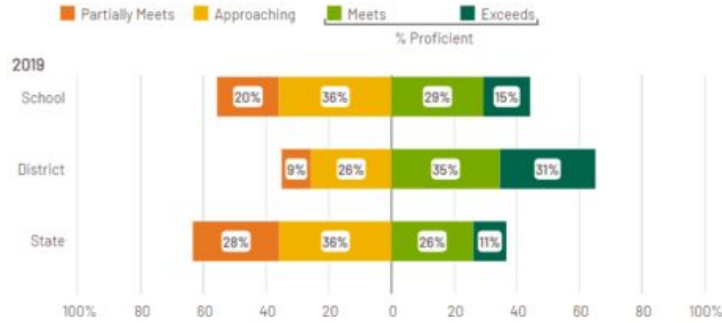
HINSDALE TOWNSHIP  
HIGH SCHOOL DISTRICT 86

# 2019 School Report Card Preview

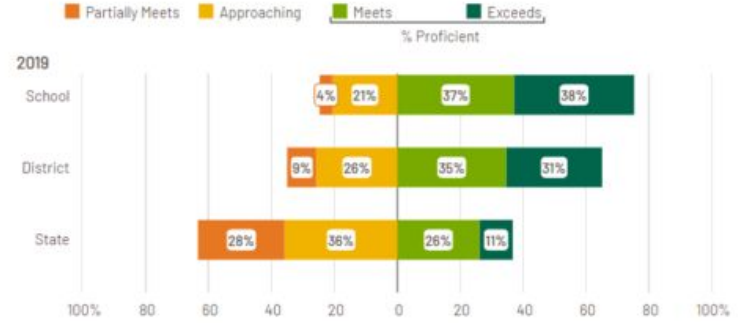


# Performance on Illinois Tests

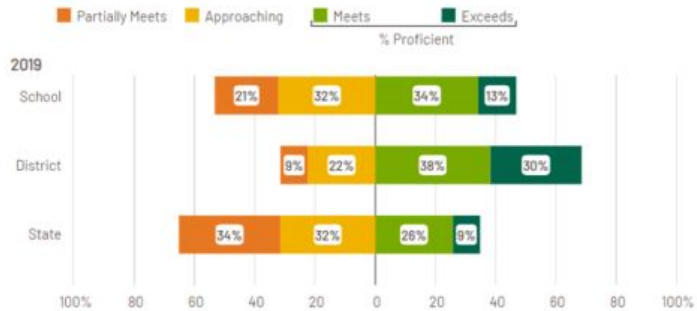
## SAT ELA South



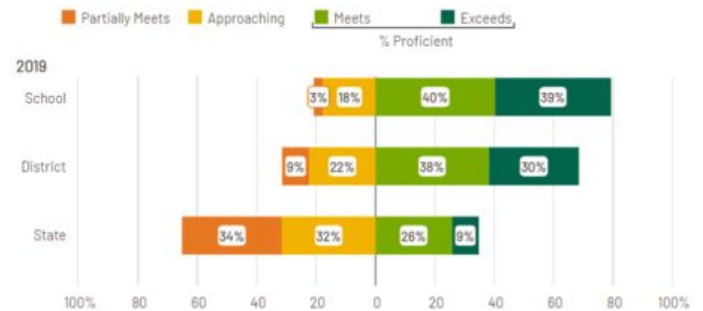
## SAT ELA Central



## SAT Math South



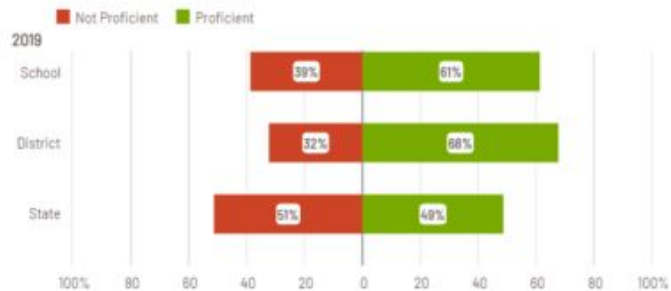
## SAT Math Central



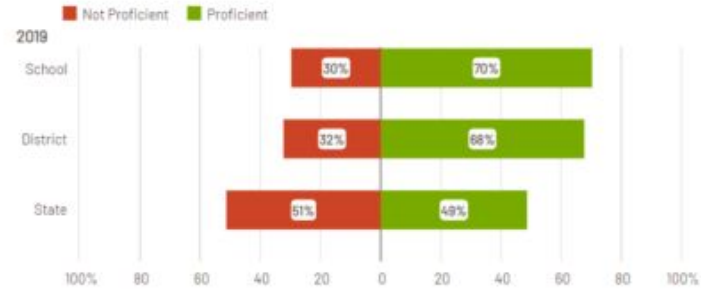


# Performance on Illinois Tests

## Illinois Science South



## Illinois Science Central







# Graduation Rate

	South Graduation Rate	Central Graduation Rate
Graduated	<b>321</b>	<b>694</b>
Promotion	2	0
Dropped Out	3	2
Moved Not Known to be Continuing	7	4
Retained in Same Grade	35	19
Change in Serving School	1	0
Not Graduated	48	25
Transfer for Home School	4	1
Transfer to GED program	0	1
Moved out of US	2	5
Transfer to Another School Out of IL	11	20
Transfer to Another School in IL	4	2
Removed from Adjusted Cohort	<b>21</b>	<b>29</b>
	<b>389</b>	<b>747</b>
Adjusted Graduation Rate	<b>96.10%</b>	<b>99.14%</b>



# Advanced Placement

## 2019 Hinsdale South AP Data

2019 Advanced Placement College Credit	Grade 9	Grade 10	Grade 11	Grade 12
Students Taking One or More AP Exams	4	144	146	143
Students Earning College Credit For One or More AP Exams	4	97	123	124
Total AP Exams Taken	4	184	692	1474
Total AP Exams Resulting in College Credit	4	116	536	1156

## 2019 Hinsdale Central AP Data

2019 Advanced Placement College Credit	Grade 9	Grade 10	Grade 11	Grade 12
Students Taking One or More AP Exams	33	144	338	391
Students Earning College Credit For One or More AP Exams	32	141	322	378
Total AP Exams Taken	40	248	1344	3307
Total AP Exams Resulting in College Credit	39	239	1272	2983

# Designation Score



Illinois State Board of Education

## Summative Designations

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<b>Total</b>	<b>100%</b>		<b>87.83</b>		<b>81.05</b>	<b>100.00%</b>



# 86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.



*A Tradition of Excellence*

TO: Tammy Prentiss, Superintendent  
 FROM: Dr. Carol Baker, Assistant Superintendent for Academics  
 Eric Martzolf, Hinsdale South Assistant Principal for Curriculum and Instruction  
 Jessica Hurt, Hinsdale Central Assistant Principal for Curriculum and Instruction  
 Dr. Julie Gaubatz, Hinsdale South Science Department Chair  
 Julie May, Hinsdale Central Science Department Chair  
 DATE: October 23, 2019  
 RE: District 86 Science Sequencing

**D86 Science Program Process:**

In order to align science curriculum between Hinsdale Central and Hinsdale South, it was necessary to look at the sequence of courses available to District 86 students. Since the course sequences at the two schools differed, a team was created to investigate the possible science program options that would provide district coherence. This team included six teachers, two department chairs, and five administrators from both schools. Their work included:

1. Creating D86 Science Program goals aligned to the D86 Strategic Plan to guide the science program analysis.
2. Analyzing various science course sequences to determine how each aligns with the D86 Science Program goals.
3. Incorporating feedback from science teachers from both schools on a draft version of the D86 Science Program.
4. Presenting and gathering feedback on a draft version of the D86 Science Program from a select group of students and parents representing both high schools.
5. Gathering input from six physics teachers from both schools on the most appropriate physics course offerings.
6. Refining the D86 Science Program based on all the feedback gathered.

**D86 Science Program Goals:**

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

**D86 Science Program:**

District 86 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 (AP) and capstone courses.

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

**Moving forward:**

A primary focus for the freshman Physics curriculum and the sophomore Chemistry curriculum is the alignment with AP Physics and AP Chemistry. An additional focus is the incorporation of Earth Science Next Generation Science Standards. The sophomore Chemistry courses will also be designed to provide a foundation for AP Biology. A similar lens will guide the regular-level junior Biology curriculum development to prepare students who wish to take AP Biology their senior year.

The timeline for curriculum development and implementation of the new D86 Science Program is outlined below:

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

The course sequences available to next year’s freshman cohort at Hinsdale Central are summarized below:

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





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

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



# 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

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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

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# Do: Hinsdale Central Freshman Cohort

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<b>Freshman placement based on MAP scores</b>	Biology --OR-- Biology Honors	Chemistry --OR-- Chemistry Honors	Physics --OR-- AP Physics 1	Elective --OR-- Advanced Placement
	Earth Science	<b>Physics:</b> Physics in the Universe	<b>Chemistry:</b> Chemistry of Earth Systems	<b>Biology:</b> Biology of the Living Earth
<b>Freshman placement based on freshman math course</b>	<b>Physics:</b> Physics in the Universe --OR-- <b>Physics Honors:</b> Physics in the Universe	<b>Chemistry:</b> Chemistry of Earth Systems --OR-- <b>Chemistry Honors:</b> Chemistry of Earth Systems	<b>Biology:</b> Biology of the Living Earth --OR-- <b>Advanced Placement Biology</b>	Capstone course --OR-- Advanced Placement



# District 86 Science Program

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



# 86Forward

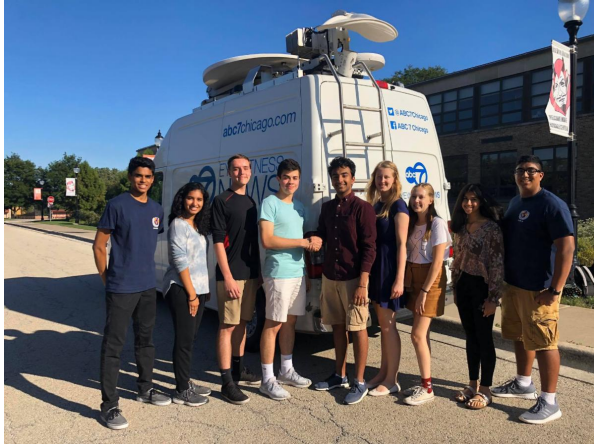
HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.



# Updates from 86

Weekly news and information from District 86



## Model United Nations

The members of the Model United Nations from Hinsdale Central were featured in a story on ABC 7 Chicago about H-MUN, which is a charitable conference that is organized and run by the group from Central, and is attended by student delegates from schools throughout the area. The goals of the conference are to generate awareness about a humanitarian crisis, and raise money for those who are impacted by it. In addition, the event helps prospective Model U.N. students prepare for tryouts, while also giving skilled delegates the chance to get valuable experience. Last year,

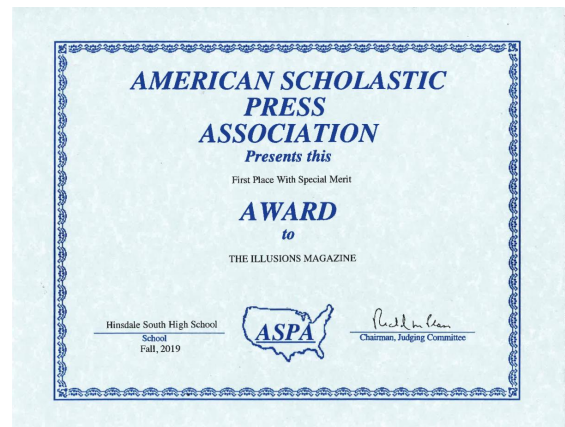
the conference drew 76 delegates from 22 schools, and raised nearly \$18,000 for the United Nations Office for the Coordination of Humanitarian Affairs and Yemen.

You can check out the ABC 7 story and learn more about the conference by visiting <https://www.h-mun.com/news/abc-7-tv-story>.

Photo courtesy of Roz Varon from ABC 7 Chicago.

## Illusions Magazine

Hinsdale South's Illusions Art Magazine was awarded a First Place with Special Merit by the American Scholastic Press Association (ASPA). Illusions was also among the small handful of publications from across the country that ASPA named Most Outstanding Literary Art Magazine for the 2018-19 school year. In its assessment of the publication, ASPA said Illusions is "a model for those up-and-coming art magazines and an inspiration for those that haven't quite aced the necessary skills." You can view the entire list of winners by visiting <http://bit.ly/31EQ7M0>.



We congratulate students Angel Ragas (editor in chief), Nathan Roth and Mika Tarver (assistant editors) and faculty sponsor Janet Roller-Schmidt on this tremendous honor.

## Hinsdale Central Day of Service

Hinsdale Central held its 3rd Annual Day of Service on Saturday, Oct. 19. More than 200 students teamed up with school staff, district employees and members of the board of education to complete service projects at various locations throughout the community. There was additional information about the event, as well as photos from some of the project sites,



## THREADS

THREADS is a microbusiness that is run by students who attend the district's Transition Center. Through their involvement in this enterprise, the students learn valuable employment skills and have the chance to take part in a variety of activities (e.g., merchandise ordering, pressing, packaging, quality control, inventory and delivery) that are critical to the company's success.

THREADS, which partners with S&S Activewear to complete the orders it receives, has done work for multiple clubs and sports teams at South and Central, and has created spirit wear for staff from both schools. The company is also interested in working with other schools, businesses or organizations from the community, and is close to launching its online ordering service, which will be accessible by visiting [store.hinsdale86.org](http://store.hinsdale86.org).



If you have questions, need more information or are interested in ordering items from THREADS, please email [D86threads@gmail.com](mailto:D86threads@gmail.com) or visit the company's website at <http://bit.ly/31AYacN>.

## Strategic Plan

We have posted a list of the staff members from across the district who are leading our work on the five goals and 15 strategies that make up our strategic plan. You can access the list by visiting <http://bit.ly/2Bv4KqJ>.

You can also access the update about Goal 1 that was presented to the board of education on Oct. 10 by visiting <http://bit.ly/2B3mqJL>, and the update about Goal 2 that the board received on Oct. 23 by visiting <http://bit.ly/2BDlg80>.

Below are the dates the board is scheduled to receive updates about Goals 3, 4 and 5.

- Goal 5 - Nov. 14
- Goals 3 and 4 - Dec. 12

The board is also scheduled to receive another update about Goal 1 on Nov. 14.

You can access additional information about the district's strategic plan by visiting <https://d86.hinsdale86.org/Page/1282>.

## Science Sequencing

On Wednesday, Oct. 23, the district presented the board of education with a



report about science sequencing at Hinsdale Central and Hinsdale South, which is part of the curriculum alignment work that is being conducted in conjunction with Goal 1 of the strategic plan.

This report included:

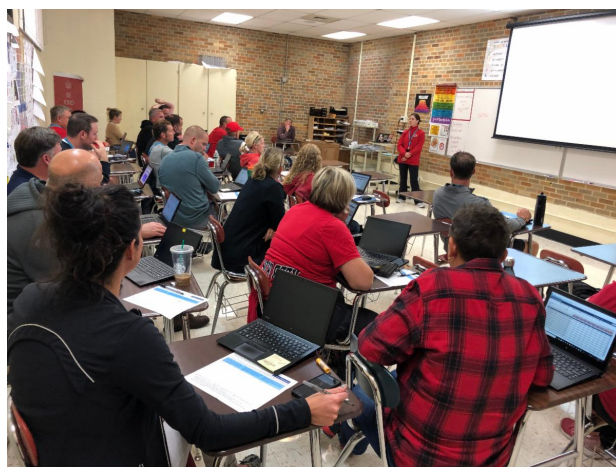
- Reasons for exploring a change in the sequence of science courses
- Information about the people who were involved in the process, and the steps that were taken to investigate the change
- The recommendation to move to a vertically-aligned sequence of science courses that builds upon the skills of the previous course
- The goals and benefits of the change
- The plan for implementing the change

At the conclusion of the presentation, the board expressed its support of the change, which will be implemented at both schools by class cohort starting in August 2020.

You can access the report by visiting <http://bit.ly/2pSJK1S>. You can access the presentation about the topic that was given during the board meeting by visiting <http://bit.ly/32LV0UT>. You can view/listen to the presentation and conversation about the topic that took place during the meeting by visiting <http://bit.ly/35ZeQhn> (presentation starts at the 57:17 mark and goes until the 1:50:50 mark). You can also access a blurb about the change that includes information about the reasons, benefits and timeline by visiting <http://bit.ly/32KawAP>.



## D86 Science Program



### Update on Grading and Assessment Work

During the Flexible Learning Day held on Wednesday, Oct. 23, teachers continued their work on grading and assessment practices. During this session, they explored the works of author and educator Myron Dueck, and examined their own assessment practices.

Dueck, who you can learn more about by visiting <http://bit.ly/32IRiv4>, has developed a number of assessments and grading systems that are aimed at giving students opportunities to show what they understand, adapt to the feedback they receive and play a significant role in the reporting of their learning.

### Update on Athletics at Central and South

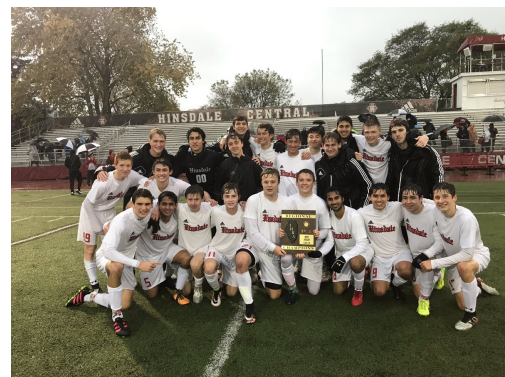
Below is a sampling of the recent honors and accomplishments earned by our sports teams from Hinsdale Central and Hinsdale South.

- The varsity girls tennis team from Central took second place in the state tournament behind a third place finish in singles by Nicole Hu, a second place finish in doubles by Zoe Limparis and Katie Dollens, and a third place finish in doubles by Sarah Badawi and Caroline Kotarski.
- The freshman football team from South won its conference championship after finishing with a 5-0-1 conference record



and 7-1-1- record overall.

- The varsity boys soccer team from Central beat OPRF High School 3-1 to win its regional championship.
- Freshman boys cross country from Central won its conference championship, which was the best finish the team has had in nearly 15 years. The team also took first in the Race Car Rally event on Oct. 22 in Buffalo Grove.
- The three levels of boys cross country from South had the best combined finish in their respective conference championships in nine years. The freshman team took second place, while the junior varsity and varsity teams both took third.
- The varsity girls and boys cross country teams from Central qualified for Sectionals with second place finishes in their respective regional championships. The varsity girls and boys cross country teams from South also qualified for Sectionals with fourth and fifth place finishes in their respective regional championships.
- Austin Savickas from the Transition Center took second place in his division at the Special Olympics Regional Bowling meet held on Oct. 20.
- The boys varsity football team from Central beat Lyons Townships 24-6, and will face Bolingbrook High School in the first round of the playoffs on Nov. 2.
- The freshman girls swimming team took first place in the Red Devil Invite.



We congratulate our student-athletes and coaches on these outstanding achievements.



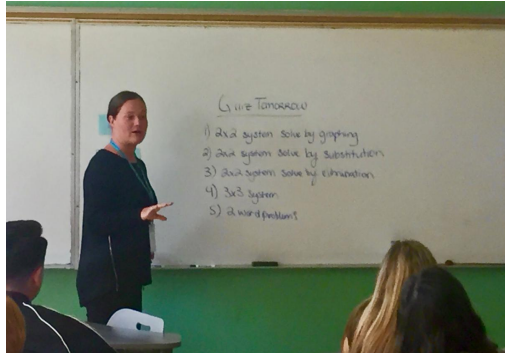
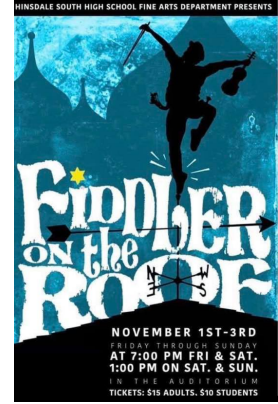
## Fiddler on the Roof

Below are the dates and times that the phenomenal drama department from Hinsdale South will be performing "Fiddler on the Roof" in the school's auditorium.

- Friday, Nov. 1 at 7 p.m.
- Saturday, Nov. 2 at 1 p.m. and 7 p.m.
- Sunday, Nov. 3 at 1 p.m.



Tickets, which are \$15 for adults and \$10 for students, will be available for purchase one hour before showtime.



### Substitute Teachers

District 86 is seeking dedicated parents/guardians and community members who are interested in helping our students advance down the path of their ideal futures by serving as substitute teachers for Hinsdale Central and/or Hinsdale South. These positions offer flexible scheduling, competitive pay (\$133 for a full day and \$76 for a half day) and the opportunity to work with extraordinary young men and women who are passionate about learning. Learn more about subbing in our district by visiting <http://bit.ly/2PeHIU7>.

### Illinois 5Essentials Survey

District 86 will once again be administering the Illinois 5Essentials Survey to students, certified staff and parents/guardians from Hinsdale Central and Hinsdale South.

The online survey was developed by the University of Chicago's Consortium on Chicago School Research and is derived from the Five Essentials for School Success, which is an evidence-based framework that identifies five factors that can lead to important student outcomes such as improved attendance and significant gains in test scores.



The window for the parent/guardian survey opened on Oct. 24. You can access additional information about this version of the survey by visiting <http://bit.ly/368qbMr>, and can complete the survey by visiting <http://bit.ly/2JjTnWF>.



### Cybersecurity

In conjunction with National Cybersecurity Awareness Month, Keith Bockwoldt, the district's chief information officer, was invited by CoSN (the Consortium for School Networking) to present at a conference and help lead a webinar about the issue of cybersecurity. The presentation, which was titled "Prevention: Building a Security Program from Nothing," was focused on how to build a security program by leveraging current resources and using stakeholder analysis and risk assessments to prioritize security tasks. The webinar, which you can access by visiting <http://bit.ly/2p8ovlg>, was titled "Cybersecurity: Limiting Risks with a Robust Security Program." Similar to the presentation, the webinar focused on how to build a security program using stakeholder analysis and risk assessments.

You can access additional information about National Cybersecurity Awareness Month by visiting <http://bit.ly/33V4WLT>.

### Board Briefs

If you missed the latest edition of

Board Briefs for the District 86 Board of Education meeting that was held on Oct. 23, please visit <https://conta.cc/2BGL8QA>. You can also access previous editions of the electronic update by visiting <https://d86.hinsdale86.org/domain/244>.

# Board

Hinsdale 86



# Briefs

eNewsletter

## Top Tweets

Check out some of the top tweets shared by members of the District 86 community last week. You can follow the district on Twitter at <https://twitter.com/HinsdaleD86> and on Facebook at <https://www.facebook.com/HinsdaleD86/>.



**D86 Transition**  
@D86Transition

October is National Disability Employment Awareness month: Maria is learning a variety of jobs @MODPizza in Willowbrook. We are excited to have them as a new community-based learning site this year for vocational training!



2:32 PM · Oct 24, 2019 · Twitter for iPhone



**D86Music&Art**  
@d86music

Congratulations to all of the amazing singers from last night's HCHS Middle School choral festival. Students from Hinsdale Central, Hinsdale Middle School, Clarendon Hill's Middle School and Butler Junior High performed beautifully. @HinsdaleD86 @ThisIsHCHS



9:45 AM · Oct 24, 2019 · Twitter for iPhone



**Hinsdale South World Languages**  
@HSHSWL

D86 world language teachers and DCs are learning more about how to integrate world readiness standards and move students toward higher language proficiency! @HinsdaleSouthHS @HHSTAd86 @HinsdaleD86 #d86excellence



12:31 PM · Oct 24, 2019 · Twitter for Android



**D86BOE**  
@D86BOE

Thanks to our @HinsdaleD86 @ThisIsHCHS @HinsdaleSouthHS @HHSTAd86 leaders who are always redefining excellence with smart, strategic ideas and plans that will positively impact all of our students. #86Forward

8:29 AM · Oct 24, 2019 · Twitter for iPhone



Facebook



Twitter



YouTube



Vimeo





## Updates from 86

Weekly news and information from District 86

### Science Sequencing

We have scheduled a pair of information sessions about the district's science program and sequencing. The dates, times and locations of these sessions are below.

- **Monday, Nov. 11 at 7 p.m. - Hinsdale South's Little Theatre**
- **Wednesday, Nov. 13 at 11 a.m. - Hinsdale Central Community Room**



During the sessions, members of the team who led the work on the changes to our science program will provide an overview of the process we used to arrive at our decision. They will discuss how the Next Generation Science Standards, various data points and stakeholder feedback were utilized to help guide our efforts. They will also highlight how the program and sequence will support and advance the college and career readiness goals of our students. After the presentation, our department chairs, administrators and board members will be available to answer questions.

While we are hosting sessions at each high school, people are welcome to attend either one of them - i.e., current and future families from Central can attend the session at South, and current and future families from South can attend the session at Central.

You can access additional information about the changes to our science program, including a frequently asked questions document we created about the topic, by visiting <http://bit.ly/2oZnqvW>.

### Student Spotlight

The latest edition of our Student Spotlight features an article about vaping that Hari Rao and Nate Bittner wrote for the October issue of Devils' Advocate, which is Hinsdale Central's news magazine. In the piece, which is titled "Central's Crown Juul," Hari and Nate explore the reasons why teens vape and the dangers it poses. You can access the story by visiting <http://bit.ly/33sSgfA>.

We thank Hari and Nate for sharing their article with us. We thank the other students who contributed their creativity to the piece, including Kritin Shanmugam (design), Sofija Buzelis (photo) and Anchal Kumar (graphics). We also thank teacher Cherise Lopez for the leadership and guidance she offers the students in her role as the faculty sponsor for the publication.



### Kid of the Week

Hinsdale Central student and soccer player Molly Schnieders was selected as the "Kid of the Week" by the Steve Cochran Show on WGN Radio for everything she is doing to make a difference on and off the field. In her interview with Cochran, which you can listen to by visiting <http://bit.ly/2CocRWA>, Molly talks about her involvement with Field of Dreams



Uganda, which seeks to "provide hope for the orphaned and vulnerable children of Uganda through the vehicles of soccer and education." You can learn more about Field of Dreams Uganda by visiting <http://bit.ly/2WUuGWH>. We congratulate Molly on this well-deserved recognition.

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## Hall of Fame

On Friday, Nov. 8, Hinsdale South welcomed three new members into its Hall of Fame, including:

- Mr. Omowale Casselle (Class of 1998) - Harvard-educated engineer; co-founder and CEO of Digital Adventures, which is an immersion program where students learn to solve difficult problems and positively impact the digitally-driven world.
- Ms. Barbara Alyn Woods (Class of 1980) - American actress who is best known for her roles in the television series "One Tree Hill" and "Honey, I Shrunk the Kids"
- Lieutenant Colonel Bradley Bucholz (Class of 1999) - Commander of the 374th Civil Engineering Squadron at the Yokota Air Base in Japan



Congratulations to all of the inductees.

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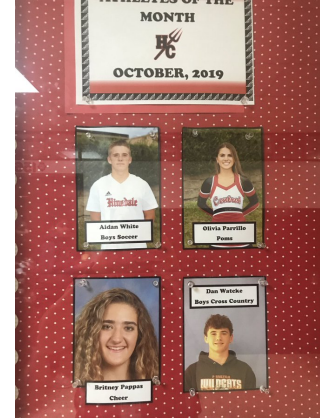
## Students and Athletes of the Month

Hinsdale Central named McKeegan Seijo and Maiwen Amegadjie the students of the month for September and October.

Central also named the following students its athletes of the month for October:

- Emily Ascher - Girls Golf
- Michael Brescia - Football
- Tommy Clark - Boys Golf
- Mia Dhillon - Girls Tennis
- Megan Michaels - Girls Swimming and Diving
- Nikolette Nedic - Girls Volleyball
- Britney Pappas - Cheerleading
- Olivia Parrillo - Poms
- Dan Watcke - Boys Cross Country
- Emma Watcke - Girls Cross Country
- Aidan White - Boys Soccer

We congratulate all of these students on their accomplishments.



## Math Competition

The math team from Hinsdale South participated in the recent WSML #2 (West Suburban Math League) competition. Habib Rehman and Elijah John took first place in the oral portion of the contest. Habib also joined teammates Rohan Jain, Anastasia Galinski, Mitchell Hanson, Alec Andrusis and Benny Metzger in earning top 10 finishes in their individual events. We congratulate our Hornet mathletes, head coach John Schlamann, and assistant coaches Kerin Sancken, Jennifer Gilbert, Heddi Sirovatka and Kristin Lapinsk on their accomplishments.



## Student Leadership Conferences

Members of the Breaking Down the Walls club and student council from Hinsdale Central attended the recent [IDSA Student Workshop](#). The focus of the workshop was on the development of skills related to "team building, communication, learning through experience and evaluation, engaging more students, utilizing an individual's strengths, risk-taking and getting involved in a positive way." Christy Brodell, who serves as the faculty sponsor for the club, [gave a presentation to more than 400 students](#) about taking on difficult conversations, listening and leading. You can check out some of the highlights from the event by visiting the [IDSA's Twitter page](#).

Freshmen Anthony Denizard, Alex Hurka, Adi Patel, Matthew Rudolph, Eli Terrell, Jada Palmer, Amy Driggers and Samantha Sherry from Hinsdale South joined their peers from Central and various other schools in the area at the recent West Suburban Conference's Young Leaders Conference.

## Speech Team

The speech team from Hinsdale Central kicked off its season by beating out competitors from 18 other schools to take the top spot in the Royal Court Invitational held at York High School on Nov. 2. Below are some of the team's highlights from the tournament.

### Varsity

- Noor Mryan - tournament champion; Original Oratory event

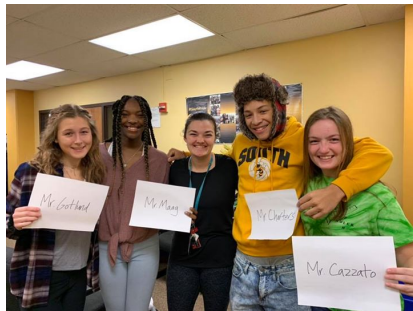
- Vanessa Ivanov - tournament champion; Oratorical Declamation event



*Novice*

- Grace Gits - tournament champion; Dramatic Interpretation event
- Nadia Burt - tournament champion; Extemporaneous Speaking event
- Shannon Stover - tournament champion; Poetry Reading event
- Quintin Craig and Tess McArdle - tournament champions; Dramatic Duet Acting event

You can access the team's results for the tournament by visiting <http://bit.ly/2rosPgV>. Congratulations to the team on a great start to its season.



**South Pride**

On Nov. 6, Hinsdale South kicked off its South Pride theme for the month, which is “Be kind and forgiving, and demonstrate empathy.” As part of the school's monthly tradition, students practiced gratitude by sharing what they appreciate about their favorite teacher over the PA in the morning. Later in the day, students took part in a universal lesson related to the theme.

**Ask an Expert**

Chris Wilbur, who is a social studies teacher from Hinsdale Central, was interviewed by The Hinsdalean for its "Ask an expert" feature. In the piece, Chris talks about who inspired him to pursue a career in education, how he ended up at Central, his approach to teaching and the Outstanding Educator Award he received from the University of Chicago. You can check out the interview with Chris by visiting <http://bit.ly/2NSiuBE>.



Photo credit to Jim Slonoff from The Hinsdalean.

**Update on Athletics at Central and South**

Below is a sampling of the recent news, information and updates from our sports teams at Hinsdale Central and Hinsdale South.

- The varsity girls cross country team from Central took third place in state behind a seventh place finish by Emma Watcke and a 10th place finish by McKenna Revord.
- The varsity girls cross country team from South finished 25th in state after qualifying for the tournament for the first time in school history.
- The boys cross country team from Central finished 12th in the state tournament.
- During the state cross country tournament, Julian Watson and Nick



Beronio from South both eclipsed their performances from last year. Julian improved his previous finish by 19 places and recorded a personal best, while Nick improved his previous finish by 98 places.

- The Hinsdalean published an article about the contributions that Central seniors Carl Hinchman and Zamaan Qureshi have made off the field in their respective roles as the team manager of the varsity football team and sports writer for the varsity boys soccer team. You can check out the story by visiting <http://bit.ly/2X0JXFt>. Third photo on the right credited to Jim Slonoff from The Hinsdalean.
- During the past few months, the administrative team from South has been participating in practices with the school's fall sports teams. The final two practices of the season featured sessions with the varsity girls swimming and diving team and the varsity girls cross country team.

We congratulate our student-athletes and coaches on their outstanding achievements.



### Peter and the Starcatcher

Last week's edition of The Hinsdalean featured an article about Hinsdale Central's fall production of "Peter and the Starcatcher." You can check out the story by visiting <http://bit.ly/34MhGFk>.

More than 35 students from Central will be part of the cast, crew and orchestra for the show, which is being directed by teacher Susan Jaffe. The play is based on the novel "Peter and the Starcatchers" by Dave Barry and Ridley Pearson, and tells the origin stories of Peter Pan, his crew and Captain Hook.

Performances will be Nov. 14 and 15 at 7 p.m., and Nov. 16 at 5 p.m. You can purchase tickets by visiting <http://bit.ly/337rY2h>.

### Sprint's 1Million Project

Our district received a grant from Sprint's 1Million Project Foundation that enables us to provide free high-speed home internet service to students who do not have access to this critical resource. The money from the grant is being used to provide students who qualify with free wireless hotspot devices that they can use at home. It is also being used to cover the cost of the monthly fees for the service.

Please contact the Technology Support Internship (TSI) desk at your child's school if you have questions, need additional information or would like to determine if you qualify for the program.







**BUSINESS  
PROFESSIONALS  
of AMERICA**

**Giving Purpose  
to Potential**

## Judges Wanted

Reminder - District 86's career and technology education department is looking for individuals who have time and are interested in serving as judges for the Business

Professionals of America (BPA) Regional Competition being held on Jan. 10 at Lewis University in Romeoville. BPA is an organization for students who are pursuing careers in business management, information technology, finance, office administration and other related fields. The schools that are scheduled to participate in the competition include Hinsdale Central, Hinsdale South, Lyons Township, Westmont and Willowbrook. You can learn more about this opportunity by visiting <http://bit.ly/2NsdaEL>.

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## Illinois 5Essentials Survey

Reminder - District 86 is administering the Illinois 5Essentials Survey to students, certified staff and parents/guardians from Hinsdale Central and Hinsdale South.



The online survey was developed by the University of Chicago's Consortium on Chicago School Research and is derived from the Five Essentials for School Success, which is an evidence-based framework that identifies five factors that can lead to important student outcomes such as improved attendance and significant gains in test scores.

The window for the parent/guardian survey opened on Oct. 24. You can access additional information about this version of the survey by visiting <http://bit.ly/368qbMr>, and can complete the survey by visiting <http://bit.ly/2JjTnWF>.

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## Board Meeting

Reminder - The next District 86 Board of Education meeting will be held on Thursday, Nov. 14 at 6 p.m. in the cafeteria at Hinsdale Central. The agenda for this meeting, which will be posted on BoardDocs (<http://bit.ly/2ZqRY6d>) tomorrow, will include an update on Goal 5 (Resources) of the [district's strategic plan](#). It will also include an update about the first strategy listed under Goal 1 (Student Growth and Achievement), which is aimed at ensuring that "course and instructional units include common critical competencies, aligned assessments

between the two high schools and multiple measures of success." This update will feature information about the timeline for implementing the work that the teachers and district's Learning Leadership Team are doing this year on grading and reporting practices.

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## Top Tweets

Check out some of the top tweets shared by members of the District 86 community last week. You can follow the district on Twitter at <https://twitter.com/HinsdaleD86> and on Facebook at <https://www.facebook.com/HinsdaleD86/>.

D86CTE  
@D86CTE

Wee Care Preschool students had a blast Trick or Treating around the hallways of @HinsdaleSouthHS. Thank you to everyone who made the day so special! #SouthPride #D86CTE #preschool #SayYesToFCS



10:03 AM · Nov 5, 2019 from Hinsdale, IL · Twitter for iPhone

Operation Snowball  
@D86OSB

The future looks bright! Snowball 2019  
@HS\_HS\_Activities @HCHS\_Activities @HinsdaleSouthHS @ThisIsHCHS



9:56 AM · Nov 9, 2019 · Twitter for iPhone

D86Music&Art  
@d86music

Hinsdale Central Woman's Chorale at the Carthage College Lakeside Festival and Clinic and the Mars Cheese Castle. @HinsdaleD86 @ThisIsHCHS



2:46 PM · Nov 6, 2019 · Twitter for iPhone

HCHS Athletic Department  
@RedDevilsAD

Today was the first game for Special Olympics Basketball! Come on out this season and cheer on the Red Devils!!!



6:25 PM · Nov 6, 2019 · Twitter for iPhone



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



Dear Current and Future District 86 Families:

On Oct. 23, we presented the District 86 Board of Education with a report about science sequencing, which is part of the curriculum alignment work that is being conducted in conjunction with Goal 1 (Student Growth and Achievement) of our [strategic plan](#). This report, which you can access by visiting <http://bit.ly/2pSJQ1S>, was the culmination of several months of work by a team of teachers, department chairs and administrators from Hinsdale Central and Hinsdale South that was tasked with developing a science program and sequence of courses that would provide coherence across our two high schools.

In the days following the board meeting, several of you shared comments, questions and input about the changes we will be making to our science program at the start of the 2020-21 school year. These changes include moving to a sequence of courses that will begin freshman year with algebra-based physics, after which students will move to chemistry sophomore year, biology junior year, and a capstone course or Advanced Placement class senior year. Given the increased conversation the community has had regarding the changes, and the interest some of you have expressed in learning more about what they mean for your child, we have scheduled a pair of information sessions about our science program and sequencing. The dates, times and locations of these sessions are below.

- **Monday, Nov. 11 at 7 p.m. - Hinsdale South's Little Theatre**
- **Wednesday, Nov. 13 at 11 a.m. - Hinsdale Central Community Room**

During the sessions, members of the team who led the work described above will provide an overview of the process we used to arrive at our decision. They will discuss how the Next Generation Science Standards, various data points and stakeholder feedback were utilized to help guide our efforts. They will also highlight how the program and sequence will support and advance the college and career readiness goals of our students. After the presentation, our department chairs, administrators and board members will be available to answer questions.

While we are hosting sessions at each high school, people are welcome to attend either one of them - i.e., current and future families from Central can attend the session at South, and current and future families from South can attend the session at Central.

Thank you very much for your time and attention to this message. We hope to see you at one of the sessions next week. **In the meantime, we encourage you to check out the detailed frequently asked questions (FAQ) document we created about the changes to our science program. You can access this FAQ by visiting <http://bit.ly/2oZnqvW>.** If there are questions you would like to recommend for inclusion in the document, please email them to [d86-info@hinsdale86.org](mailto:d86-info@hinsdale86.org).

Sincerely,

Tammy Prentiss  
Superintendent  
Hinsdale Township High School District 86



HINSDALE TOWNSHIP  
HIGH SCHOOL DISTRICT 86

**Strategic Plan: Getting Started with Goal 1**

**D86 Science Program**

**Wifi: HTHSD86!111219**



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



# 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><b>Physics:</b> Physics in the Universe</p> <p>--OR--</p> <p><b>Physics Honors:</b> Physics in the Universe</p>	<p><b>Chemistry:</b> Chemistry of Earth Systems</p> <p>--OR--</p> <p><b>Chemistry Honors:</b> Chemistry of Earth Systems</p>	<p><b>Biology:</b> Biology of the Living Earth</p> <p>--OR--</p> <p><b>Advanced Placement Biology</b></p>	<p><u>Capstones:</u> Anatomy &amp; 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 &amp; 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
<b>Physics and Physics-Honors:</b> Physics in the Universe	<i>Develop Curriculum</i>	CHS: Limited Enrollment  SHS: All Freshmen	<b>All D86 Freshmen</b>		
<b>Chemistry and Chemistry-Honors:</b> Chemistry of Earth Systems		<i>Develop Curriculum</i>	CHS: Limited Enrollment  SHS: All Sophomores	<b>All D86 Sophomores</b>	
<b>Biology:</b> Biology of the Living Earth and <b>AP Biology</b>			<i>Develop Curriculum</i>	CHS: Limited Enrollment  SHS: All Juniors	<b>All D86 Juniors</b>



# Do: Hinsdale Central Freshman Cohort

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



# District 86 Science Program

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



# 86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.



HINSDALE TOWNSHIP  
High School District 86

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## FIRST LOOK

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November 14 2019  
[Committee of the Whole Meeting](#)  
6:00 PM  
Hinsdale Central High School

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On Nov. 14, 2019, the District 86 Board of Education will call the committee of the whole meeting to order at 6 p.m. and then immediately adjourn to closed session. The board will reconvene the open session at approximately 6:30 p.m. Community members interested in addressing the board during audience communication can sign up prior to the board reconvening the open session.

### **Strategic Plan Goal 1: Curriculum Alignment and Timeline**

Members of the team who are working on Goal 1 (Student Growth and Achievement) of the district's strategic plan will provide the board with a brief update on the work being done to advance the first strategy, which is aimed at ensuring that "course and instructional units include common critical competencies, aligned assessments between the two high schools and multiple measures of success." This update will feature information about the timeline for implementing the work that the teachers and district's Learning Leadership Team are doing this year on grading and reporting practices.

### **Committee Reports**

Members of the policy committee and human resources committee will provide the board with a report from their most recent meetings, which occurred on Nov. 4 and Nov. 5 respectively. The board will vote to release the draft meeting minutes for both committees as part of the consent agenda.

### **Approve Emergency Resolution for Boiler Repairs**

The board will vote to approve resolution #20.07 authorizing the emergency expenditure of funds in an amount not to exceed \$67,500 that will be used to pay Hudson Boiler & Tank Company to repair one of the boilers at Hinsdale South High School that helps heat the building. The boiler is leaking, which has made it inoperable. In order to avoid disruptions to the educational environment and damage to other building components, it is critical that the boiler be fixed as soon as possible. If the board were to bid out the project and wait the required 10-day solicitation period, the necessary repairs would not occur until approximately mid-December.

### **Approve Policy 2:230 on Second Read**

The board will conduct a second reading and vote to approve policy 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board). The board conducted a first reading of this policy during the committee of the whole meeting on Oct. 10.

### **Policies for First Read**

The board will conduct a first reading of four newly proposed policies and one updated policy, including policy 2:140 (Communications to and from the Board), policy 4:180 (Pandemic Preparedness), policy 4:190 (Targeted School Violence Prevention Program), policy 6:185 (Remote Educational Program) and policy 4:80 (Exhibit on GASB54).

### **Proposed Changes to the Program of Studies**

As it does every year at this time, the administration will present the board with proposed changes to the Program of Studies for the 2020-21 school year.

### **Proposed General, Course and Technology Fees**

The administration will present the board with proposed changes to the general, course and technology fees for the 2020-21 school year.

### **Fall 2019 Student Activity and Athletic Participation Tallies**

The administration will provide the board with a report that contains the student activity and athletic participation tallies for the fall of 2019. This is a standard report that the district issues at the end of every season. The human resources department uses the information from the report to determine staffing for the district's extracurricular and athletic programs.

### **RFP #20-018 (New Servers, Blade Servers and Storage)**

The administration will present the board with its recommendation for RFP #20-018 (New Servers, Blade Servers and Storage). The district received seven responses to the request for proposals it issued on Sept. 19, 2019. After reviewing the proposals, the district's evaluation committee unanimously recommended that the board award the RFP in the amount of \$376,093.68 to Mindsight LLC. The board will take action on the RFP at its regular action meeting on Nov. 25.

### **Five-Year Financial Forecast**

As part of the annual levy process, the administration will present the board with the updated five-year financial forecast, which is based on the adopted budget for fiscal year 2020, the audited financials for 2018-19 and the forecast assumptions that were approved by the board on Oct. 23.

### **Estimated Tax Levy for Fiscal Year 2019**

Pursuant to policy 4:10 (Fiscal and Business Management), the administration will present the board with the estimated tax levy for fiscal year 2019. The board is required to estimate the amount of taxes necessary for the year at least 20 days before adopting a levy. Since the estimated aggregate levy shows a year-over-year change of less than 105%, no Truth in Taxation hearing is required. With that said, the board will vote to adopt the 2019 levy at its meeting on Dec. 12, 2019.

### **Updated School Utilization Report**

The administration will provide the board with a capacity and utilization report for Hinsdale Central and Hinsdale South for the 2019-20 school year. This report will include information/data about building usage, enrollment and course selections.

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*Connect with the District 86 Board of Education: watch the [LiveStream broadcast](#), visit the [video archives](#), or [attend the meeting in person](#). Find out more about the Hinsdale Township District 86 Board of Education at the [District website](#) and click on School Board.*

*Individuals with disabilities who require special assistance or services for participation in Board of Education Meetings should contact the District Office at 630.655.6100. Board of Education [Policy 8.70 Accommodating Individuals with Disabilities](#)*



Hinsdale Township High School District 86  
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## HINSDALE TOWNSHIP High School District 86

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# Board Briefs

Hinsdale 86  
eNewsletter



## November 14, 2019 Committee of the Whole Meeting

### Good News

Principals Pokorny Lyp and Walsh introduced student liaisons Nautica Kindred from Hinsdale South and Jackson Hughes from Hinsdale Central, who provided the board with information and updates from their reports.

The report from Kindred featured information about several of the events and activities that were held at South in October, including Teen Reading Week and Red Ribbon Week. It touted some of the recent accomplishments earned by South's student-athletes, including the varsity girls cross country team qualifying for state for the first time in school history. It also included information about the three individuals who were inducted into South's Hall of Fame (Omowale Casselle, Barbara Alyn Woods and Lieutenant Colonel Bradley Bucholz) on Nov. 8. You can access Kindred's report by visiting <http://bit.ly/34Q1wKR>.

The report from Hughes featured information about some of the school's recent and upcoming events and activities, including the Day of Service and fall production of "Peter and the Starcatcher." It showcased accomplishments by some of Central's academic and athletic teams, including a first place finish by the forensics team, a conference championship by the varsity girls swimming and diving team, and a second place finish in state by the varsity girls tennis team. It also included student feedback about the number of people served during each lunch period. You can access Hughes' report by visiting <http://bit.ly/2NBLWNa>.

### Strategic Plan Goal 1, Strategy 1

Principals Walsh and Pokorny Lyp provided the board with a brief update about the work that is being done to advance Goal 1, Strategy 1 of the district's strategic plan, which is aimed at ensuring that "course and instructional units include common critical competencies, aligned assessments between the two high schools and multiple measures of success." This work includes the development of a grading and reporting philosophy for the district, the continued development of building-specific programs of study for Central and South, and the creation of progress charts that detail the course alignment process being used by every department. The ultimate goal of these efforts is to produce a program of studies for the district by the start of the 2024-25 school year that will be fully aligned between both high schools, and will consist of common course offerings and fees.

You can access the update the board received, which included detailed information about the



five-year plan for creating a common program of studies and the work being done this year on grading and reporting, by visiting <http://bit.ly/2QmKtwf>.

### **Policy Committee Report**

Members of the Policy Committee provided the board with a report from their meeting on Nov. 4. The topics covered during the meeting included discussions about:

- Policies that were returned to the committee for additional review
- Proposed policies from the first four sections of the draft manual that required committee or board consideration
- Policies that would be presented to the board for review or approval during its meetings in November
- Policies that are going to be included or were removed from the draft policy manual
- The status of the policy manual customization, including details about the role that the staff and administration will play in the process
- The development of the administrative procedures that will correspond with the policies in the manual

The committee members also led a board discussion about the resolutions that are scheduled to be reviewed and voted on during the Annual Meeting of the IASB Delegate Assembly on Nov. 23. During the discussion, the board stated that it would not support the resolution that would "allow voluntary district employees, in any capacity, the ability to carry a concealed firearm on district property."

You can access additional information about this report by visiting <http://bit.ly/34RwWAH>.

### **Human Resources Committee Report**

Members of the Human Resources Committee provided the board with a report from their meeting on Nov. 5. The topics covered during the meeting included discussions about:

- The proposed addition of a 12-month employee at Central to serve as a junior registrar and administrative assistant who will provide support to the school's registrar, main office and counseling department
- Longevity stipends for secretaries, confidentials, and specialist and financial staff that would be based on years of service and achieving specific professional development goals
- Streamlining post retirement benefits for non-union staff members, more specifically the number of paid days they would receive after retiring (based on the number of years of service)
- The creation of a culture and equity leadership team in conjunction with Goal 3 (Work Environment) of the district's strategic plan

You can access additional information about this report by visiting <http://bit.ly/34W2DZG>.

### **Consent Agenda**

The board voted to approve the consent agenda as amended. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/2Cz1qeH> to access the consent agenda items beginning under number seven.

### **Emergency Resolution for Boiler Repair**

The board voted to approve resolution #20.07 authorizing the emergency expenditure of funds in an amount not to exceed \$67,500 that will be used to pay Hudson Boiler & Tank Company to repair one of the boilers at South that helps heat the building. The boiler is leaking, which has made it inoperable. In order to avoid disruptions to the educational environment and damage to other building components, it is critical that the boiler be fixed as soon as possible. If the board had decided to bid out the project and wait the required 10-day solicitation period, the necessary repairs would not have occurred until the middle of December. You can access the resolution by visiting <http://bit.ly/33HEX4E>.

### **Second Reading and Approval of Policy 2:230**

The board tabled the second reading and approval of changes to [policy 2:230 \(Public Participation at Board of Education Meetings and Petitions to the Board\)](#) so that the Policy Committee can revisit the language regarding the amount of time that is available for public participation at board meetings.

### **First Reading of Policies**

The board conducted a first reading of four new policies, including [2:140 \(Communications To and From the Board\)](#), [4:180 \(Pandemic Preparedness\)](#), [4:190 \(Targeted School Violence Prevention Program\)](#) and [6:185 \(Remote Educational Program\)](#). The board also discussed a pair of proposed changes to [policy 4:80 \(Accounting and Audits\)](#), including the addition of language about the deferred accounting recognition of property taxes and the attachment of GASB54 Resolution #11.01, which relates to the establishment of a policy regarding fund balance classifications. You can access the policies the board reviewed by visiting <http://bit.ly/2CDOGn1>.

### **Board President's Report**

Board President Nancy Pollak talked about her recent visit to the foods class at Central. She encouraged parents/guardians to take the [5Essentials Survey](#). She also mentioned that she and Superintendent Prentiss attended a recent meeting held by the district's science department. During this meeting, they talked to teachers about the changes to the science program and sequencing.

### **Superintendent's Report**

Superintendent Prentiss presented the board members with gifts and read a proclamation in honor of "School Board Members Day," which is celebrated in Illinois every year on Nov. 15. You can access the proclamation by visiting <http://bit.ly/37aeNzR>. You can also access additional information about "School Board Members Day" by visiting <http://bit.ly/350H8Xp>.

Superintendent Prentiss mentioned that the members of the district's security staff have implemented an initiative at Central and South that is aimed at further fostering their relationships with students.

Superintendent Prentiss announced that the Facilities Committee changed the date of its meeting next month from Dec. 20 to Dec. 6. She also announced that the Human Resources Committee is changing the start time of its future meetings to 7:30 a.m.

Superintendent Prentiss shared that she attended the meetings that the Hinsdale Central Boosters Club and PTO held during the past two weeks, and is scheduled to attend the Hinsdale South Booster Club meeting on Dec. 17. During these meetings, she is providing parents/guardians with information and updates about several topics, including communications, the school calendar, curriculum alignment and construction.

Superintendent Prentiss thanked the superintendents from the district's feeder schools for their willingness to host the district's summer school programming at their buildings for a couple of years to accommodate construction at Central and South.

Superintendent Prentiss mentioned that the Superintendent's Roundtable held its third meeting of year on Nov. 12. During this meeting, Keith Bockwoldt, the district's chief information officer, talked to the group about staff use of technology. The administration is creating a document for all employees that will address the questions and concerns that were raised during the conversation. The group also discussed the second principle featured in the book ["The Happiness Advantage" by Shawn Achor](#). This principle, which is titled "The Fulcrum and the Lever," focuses on how you can change your performance and your view of work (job, career or calling) by changing your mindset.

### **Program of Studies**

Dr. Carol Baker, the assistant superintendent of academics, presented the board with proposed changes to the Program of Studies for Central and South for the 2020-21 school year. You can access a summary of the changes by visiting <http://bit.ly/2KohQLc>, the proposed Program of Studies for Central by visiting <http://bit.ly/32PZCbE> and the proposed Program of Studies for South by visiting <http://bit.ly/32MuGcC>.

### **General, Course and Technology Fees**

Dr. Baker presented the board with proposed changes to the general, course and technology fees for the 2020-21 school year. You can access the proposed fees for Central by visiting <http://bit.ly/2qTzBLo> and the proposed fees for South by visiting <http://bit.ly/2CMGW2e>.

### **Fall 2019 Student Activity and Athletic Participation Tallies**

The administration provided the board with a report that contains the student activity and athletic participation tallies for Central and South for the fall of 2019. This is a standard report that the

district issues at the end of every season. The human resources department uses the information from the report to determine staffing for the district's extracurricular and athletic programs. Below are the links to the fall tallies for both high schools.

- [Central Activities](#)
- [Central Athletics](#)
- [South Activities](#)
- [South Athletics](#)

### **RFP #20-018 (New Servers, Blade Servers and Storage)**

The administration presented the board with its recommendation for RFP #20-018 (New Servers, Blade Servers and Storage). The district received seven responses to the request for proposals it issued on Sept. 19, 2019. After reviewing the proposals, the district's evaluation committee unanimously recommended that the board award the RFP in the amount of \$376,093.68 to Mindsight LLC. The board is scheduled to take action on the RFP during its meeting on Nov. 25.

You can access additional information about this RFP by visiting <http://bit.ly/2X84Tdq>.

### **Five-Year Financial Forecast**

As part of the annual levy process, the administration presented the board with the updated five-year financial forecast for the district, which is based on the adopted budget for fiscal year 2020, the audited financials for 2018-19 and the forecast assumptions that were approved by the board on Oct. 23. In previous years, this forecast has included the debt services and capital projects funds. However, these funds were not included this time because the bonds sales, debt payments and project expenses would obscure the district's operational activity and financial position.

You can access the forecast information that was presented to the board by visiting <http://bit.ly/2O7v5B4>.

### **Estimated Tax Levy for Fiscal Year 2019**

Pursuant to policy [4:10 \(Fiscal and Business Management\)](#), the administration presented the board with the estimated tax levy for fiscal year 2019. The board is required to estimate the amount of taxes necessary for the year at least 20 days before adopting a levy. Since the estimated aggregate levy showed a year-over-year change of less than 105%, no Truth in Taxation hearing was required. The board is scheduled to vote on the adoption of the 2019 levy during its meeting on Dec. 12, 2019.

You can access the presentation about the levy that was shared with the board by visiting <http://bit.ly/36XZ337>. You can also access the resolution estimating the aggregate levy for the year 2019 by visiting <http://bit.ly/3749Ubu>.

### **Updated School Utilization Report**

The administration provided the board with a report regarding the building capacity and utilization study the district completed for Central and South for the 2019-20 school year. The purpose/goal of the study was to determine how space is being used at both schools from a capacity and utilization standpoint. It included a review of the spaces that were identified as academic "contact areas," and resulted in them being placed in one of the following categories: general classrooms, class labs, specialty instructional spaces and "capped" classrooms.

The report that was shared with the board, which you can access by visiting <http://bit.ly/2qN72il>, is broken up into four sections: an overview that includes enrollment and facilities information, a section about capacity, a section about instructional space utilization and a summary. You can also access the executive summary that accompanied the report by visiting <http://bit.ly/2CJnKC8>.

### **Operational Calendar and Future Agenda Items**

The Board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 9:28 p.m. The video of the meeting can be viewed by visiting <https://vimeo.com/373428407>.

## Future Board Meetings

**Monday, November 25, 2019 at 6 p.m.**

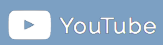
Regular Action Meeting

Hinsdale Central High School Cafeteria

**Thursday, December 12, 2019 at 6 p.m.**

Regular Action Meeting

Hinsdale South High School Cafeteria



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



## **Hinsdale Township High School District 86 Curriculum Alignment/Strategic Plan 5-Year Timeline**

The principals and assistant principals for curriculum and instruction from Hinsdale Central and Hinsdale South oversee the curriculum alignment process for District 86. They work collaboratively with the Learning Leadership Team to deliver professional development to all classroom teachers on the Flex Learning Days that is focused on grading and assessment practices. The Learning Leadership Team, which is composed of the department chairs and two teacher leaders from each department, will use the information and feedback shared by the teachers during the professional development sessions to create a *District 86 Grading and Reporting Philosophy*. This document will be shared with Superintendent Prentiss and her cabinet team for their review and input, and will be presented to the District 86 Board of Education. All of this work has and will continue to be carried out with structured guidance from the Consortium for Education Change (CEC).

Curriculum alignment is a five-year process that will help advance Goal 1, Strategy 1 of the district's strategic plan. Information about that goal and strategy are below.

### **Goal 1: “Student Growth and Achievement”**

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

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

The work also honors and supports Goal 3, Strategy 7, which states that “staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence,” because every classroom teacher is a member of the team working on this strategy.

As part of the work on Goal 1, Strategy 1 is completed over the next five years, each building will continue to create its own building-specific Program of Studies. Progress charts on the course alignment process will be included for every department. These efforts will ultimately lead to the creation of a D86 Program of Studies for the 2024-25 school year that will be fully aligned between both high schools, and will consist of common course offerings and fees.

## **FIVE YEAR PLAN DETAIL:**

### **2019-20**

In collaboration with the CEC, the district's Learning Leadership Team is developing a *D86 Grading and Reporting Philosophy* that will include several non-negotiable standards. Grading and reporting practices are being researched at various levels (e.g., teacher, course team, department and district), and include discussions about topics such as grading scale, use of zeros in a gradebook, test retakes, late work, homework and the inclusion of behavior in the academic grade. People can access additional information about this work by reviewing the [2019/20 Detailed Process to Achieve a District 86 Grading and Reporting Philosophy](#).

### **2020-24**

- The District 86 Learning Leadership Team will design professional development and create streamlined procedures for how unified grading practices will be implemented across the district.
- Every District 86 department and course team will apply the *D86 Grading and Reporting Philosophy* to their courses. The discussion on the philosophy and its application will begin in March 2020 with the knowledge that the work needs to be completed for the start of the 2024-25 school year.
- District 86 departments and course teams will continue to undertake the alignment process for every course that is aimed at establishing common course names, curricular objectives, final exams, textbooks and fees. Common templates for this process will be developed in consultation with department chairs and the CEC.
- Core general education courses will offer a maximum of two levels in order to ensure that all students have the opportunity to meet or exceed the rigorous critical competencies established by the team. The higher of these levels will be honors/AP.
- District 86 departments and course teams will explore dual credit opportunities to help prepare students for college, career and life readiness.

### **2024-25**

- District 86 will implement a Program of Studies that is fully aligned between both schools.

**2019-20 Detailed Process to Achieve a *District 86 Grading and Reporting Philosophy*:**

Date	Event	Objective
September 5	Learning Leadership Team Meeting	Plan Flex Learning Day for 9/11
September 11	Flex Learning Day #1	Teachers complete a series of activities to take a deep dive into the purpose of grading
October 2	Flex Learning Day #2	Teachers are introduced to the work of <a href="#">Dr. Thomas Guskey</a> .
October 23	Flex Learning Day #3	Teachers study the work of <a href="#">Myron Dueck</a>
November 25 (additional meeting)	Learning Leadership Team	<ul style="list-style-type: none"> <li>-Introduce third researcher</li> <li>-Introduce the District Rating Survey</li> <li>-Prepare to find colleagues for the D86 Staff Showcase for February Flex Learning Day</li> </ul>
January 16	Learning Leadership Team Meeting	Plan Flex Learning Days for 1/29 and 2/12
January 29	Flex Learning Day #4	Teachers will study third researcher
February 12	Flex Learning Day #5	<ul style="list-style-type: none"> <li>-D86 Staff Showcase of Grading Practices in Action</li> <li>-Teachers complete an activity that will enable them to share their voice regarding the creation of a common statement on the purpose of grading and reporting</li> </ul>
February 27	Learning Leadership Team Meeting with invites to Tammy Prentiss, Carol Baker and Brad Verthein	The team will recommend which practices will be included in the <i>District 86 Grading and Reporting Philosophy</i> that all teachers will adhere to at the course team, department or district levels. The team will also work on a timeline and process for designing professional development and creating streamlined procedures for implementing district-level unified practices.
March 2	Executive Cabinet Meeting	Present LLT's work to Executive Cabinet
March 18	Flex Learning Day #6	<ul style="list-style-type: none"> <li>-LLT presents the <i>District 86 Grading and Reporting Philosophy</i></li> <li>-Departments and/or district-level course teams will begin discussing the application of the philosophy to their courses knowing that the work needs to be completed by August 2024.</li> </ul>
March 26	Board of Education Meeting	LLT members will present the <i>District 86 Grading and Reporting Philosophy</i> .



On Nov. 11 and 13, District 86 held information sessions about our science program and sequencing. During these sessions, members of the team who led the work on the changes to our science program provided an overview of the process and information that were used to arrive at our decision. They highlighted how the program and sequence will support and advance the college and career readiness goals of our students. They also answered questions that attendees had regarding the changes.

Since some people were unable to come to the sessions, we are making the information that was shared available to the community. Below are links to the presentation that was given during both sessions, as well as a video recording of the session held at Hinsdale Central on Nov. 13. There are also links to the frequently asked questions (FAQ) document we created about the changes to the science program, and the report, presentation and video about science sequencing from the board meeting on Oct. 23.

- [Presentation from the information sessions on Nov. 11 and 13](#)
- [Video from the information session on Nov. 13](#)
- [FAQ about the changes to the science program](#)
- [Report from the board meeting on Oct. 23](#)
- [Presentation from the board meeting on Oct. 23](#)
- [Video from the board meeting on Oct. 23](#) (presentation starts at the 57:17 mark and goes until the 1:50:50 mark)





# Updates from 86

Weekly news and information from District 86



## Science Sequencing

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## Remote Learning Days

Given the snow and frigid temperatures we have experienced during the past few weeks, we thought it would be helpful to resend the information about the Remote Learning Days we will utilize when severe weather or other emergencies prevent safe travel to and from school. You can access this information by visiting <http://bit.ly/2zk4Tfi>.



Should we need to initiate a Remote Learning Day, we will use our various communication systems and platforms to inform students, staff and families as soon as possible so they can plan accordingly. These systems and platforms include [Blackboard](#) (automated calls, emails and texts), the [District 86 app](#), the [district website](#), [Facebook](#), [Twitter](#) and the [Emergency Closing Center website](#).



## Youth Merit Awards

On Nov. 8, the Rotary Club of Hinsdale presented Youth Merit Awards to Hinsdale Central students Sydney Thayer and Patrick Hsiao. These awards are given to middle and high school students based on their "exceptional academic, athletic and leadership achievements." Congratulations to Sydney and Patrick on this well-deserved honor.



Hinsdale South math teachers Rick Cazzato and Jennifer Gilbert have been invited to present at the Metropolitan Mathematics Club of Chicago's (MMC) 2020 Conference of Workshops being held at Stevenson High School on Feb. 1. You can learn more about the MMC by visiting <https://mmcchicago.org/>. We congratulate Rick and Jennifer on being selected for this opportunity.



### Transition Center

Every week, young adults from the district's Transition Center participate in recreational therapies that are led by highly certified specialists. Two of the activities that students say are a highlight for them are the sessions involving movement and music therapy. The specialists work with our teachers to identify the skills they will focus on during each session. These skills include initiating, sequencing, taking turns, core language and preferred sensory input.

Following several weeks of sessions, our staff members have observed our students making visible progress. They have also noted a carryover effect that these positive and fun experiences have had on the rest of the day.

You can learn more about the Transition Center by visiting <https://d86.hinsdale86.org/domain/174>.

### Bridge Program

Last month, students from the district's Bridge program participated in a Student Peer Leadership Summit through a course that was created with the help of the College of DuPage (COD) Experiential Learning Office. During the summit, the students learned leadership, social and survival skills, while also earning credit at COD. In addition, they had the opportunity to take part in hiking and orienteering adventures at Waterfall Glen, Starved Rock State Park and Matthiessen State Park.



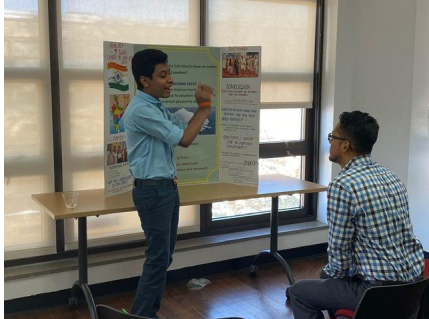
The students who completed the summit/class are further developing their leadership skills through a College Stress Management course at COD, as well as by taking part in various service learning outings and other Bridge program activities. You can learn more about the Bridge program by visiting <http://bit.ly/2QjVgqL>.



### ESL Research Fair

Students from the district's English Language Learners (ELL) program recently participated in a Research Fair that was organized by teacher Amy Profetto in conjunction with the ESL 3 class, which is the most advanced English as a Second Language course we offer. The students chose topics and then gave presentations about them to teachers and family members. Through these presentations, the students had the chance to demonstrate their English, research and communication skills, as well as their knowledge and understanding of cultural awareness.

You can learn more about the district's ELL program, which is housed at Hinsdale Central,



## Darien Lions Club

Every year, the Darien Lions Club helps hundreds of local families in need during the holiday season by delivering a meal and gifts for young children. Since many of the families speak Spanish, students from South's upper-level Spanish classes offered to help the organization by calling the families to confirm addresses and contact information, as well as find out details that will be used to help select gifts for the children. We applaud these students for volunteering their time for such an important cause, and for doing an outstanding job of modeling South's SEL theme for November, which is showing kindness and having empathy for other people.



## National Letters of Intent

The following student-athletes from Hinsdale Central signed their national letters of intent last week:

- Sarah Badawi (tennis) - Marquette University
- Cullen Cochlan (swimming) - University of Pittsburgh
- Jenna Collignon (lacrosse) - Yale University
- Anna Gruberger (swimming) - Cornell University
- Alaina Hamood (lacrosse) - Penn State University
- Ryan Isaacson (basketball) - Merrimack College
- Tom Jurack (baseball) - University of Illinois at Urbana-Champaign
- Madeline Pisani (lacrosse) - University of Colorado
- McKenna Revord (cross country/track and field) - University of Missouri
- Ethan Turner (soccer) - DePaul University
- Emma Watcke (cross country/track and field) - University of Wisconsin-Madison



We congratulate all of these outstanding student-athletes on their signings, and wish them continued success on and off the field.

## Volleyball at Hinsdale South

Mia Lombardo from Hinsdale South signed her national letter of intent to play volleyball at Central Connecticut State University. We congratulate Mia on her signing, and wish her all the best next year and beyond.

Meanwhile, Mia's teammate Kaitlyn Hurka was among the 20 players named to the DuPage County Girls Volleyball All-Area Team. You can access additional information about the team by visiting <http://bit.ly/2QI7ZcR>. Congratulations to Kaitlyn on this honor.



## Swimming and Diving

The varsity girls swimming and diving team from Hinsdale Central took the title at Sectionals on Nov. 16 behind outstanding performances that resulted in top three finishes in a number of individual events.

Hinsdale South finished in fifth place at Sectionals thanks to a strong showing by the members of its team, which included Caraline Custardo being the first diver from the school to qualify for state since 1986.

You can access the results from Sectionals by visiting <http://bit.ly/348B2Ek>. We congratulate both teams on their success at the tournament, and wish the best of luck to everyone who qualified for state.



### Speech Teams

The speech team from Hinsdale South kicked off its tournament season with a first place finish at the Plainfield North Fall Classic on Nov. 16. The full results for the event had not been published at the time this email was scheduled to be sent. Additional information about the competition can be accessed by visiting <http://bit.ly/2pqLSXh>.



Meanwhile, the speech team from Hinsdale Central continued the strong start to its season with a first place finish at the Downers Grove North Varsity Invitational on Nov. 9. The team earned several individual tournament championships at the varsity and novice levels. You can access the team's results for the tournament by visiting <http://bit.ly/2rosPgV>.

We congratulate both teams on their victories.



**HINSDALE CENTRAL  
HIGH SCHOOL**

### Math Competition

The math team from Hinsdale Central took first place in the recent WSMML #2 (West Suburban Math League) meet. Max Lai and Grant Zhang earned perfect scores in the

competition, while many of their teammates took the top spots in a number of the individual events. We congratulate the entire team on this impressive performance.

### Write-On! Teen Literary Festival

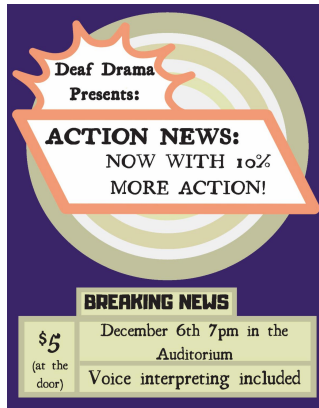
Hinsdale South students Imaan Hasan and Kassidy Keating earned top three finishes for the works they submitted for the recent Write On! Teen Literary Festival. Imaan, who is a member of South's Creative



**HINSDALE SOUTH  
HIGH SCHOOL**

Writing Club, took third place in the poetry competition for her piece titled "I Need to Wake Up." Meanwhile, Kassidy took second place in the Words About Hope category for her piece titled "Go Put it in Action."

You can access additional information about the festival by visiting <http://bit.ly/2qYDizk>.



### Deaf Drama Play

Students who receive educational and support services from the district's deaf and hard of hearing department will be part of the cast and crew for the Deaf Drama performance "Action News: Now With 10% More Action!" Below is a description of the show.

"Welcome to WOMG Action News, the most trusted news team since the invention of trust, news and teams. Join lead anchors Babs Buttlebee and Jim Pickles as they usher us through tonight's top stories -- from adorable killer puppies, to Apocalypse status updates to an old man grumbling about old man things. Tune in to WOMG Action News!"

The performance will take place in the auditorium at Hinsdale South on Dec. 6 at 7 p.m. Tickets cost \$5, and voice interpreting will be provided. You can access a flyer for the show by visiting <http://bit.ly/378BCUM>.



### Audio Production Workshop

District 86 partnered with Apple to host an audio production workshop at Hinsdale South on Nov. 13. Bret Siegel, who is a systems engineer for Apple, showed a group of approximately 30 educators from area school districts how to utilize GarageBand to enhance instruction in their classrooms. Siegel conducted several hands-on demonstrations that highlighted how the software can be used to introduce students to activities such as music creation, soundtrack recording and podcasting.



### 8th Grade Band Festival

The members of the band from Hinsdale South were joined by their fellow musicians from Burr Ridge Middle School, Cass Junior High School, Eisenhower Junior High School, Gower Middle School and Westview Hills Middle School during the 8th Grade Band Festival on Nov. 13.

### Illinois 5Essentials Survey

Reminder - District 86 is administering the Illinois 5Essentials Survey to students, certified staff and parents/guardians from Hinsdale Central and Hinsdale South.

The online survey was developed by the University of Chicago's Consortium on Chicago School Research and is derived from the Five Essentials for School Success, which is an evidence-based framework that identifies five factors that can lead to important student outcomes such as improved attendance and significant gains in test scores.

The window for the parent/guardian survey opened on Oct. 24. You can access additional information about this version of the survey by visiting <http://bit.ly/368qbMr>, and can complete the survey by visiting <http://bit.ly/2JjTnWF>.



## Board Briefs

If you missed the latest edition of Board Briefs for the District 86 Board of Education meeting that was held on Nov. 14, please visit <https://conta.cc/2rGuD50>. You can also access previous editions of the electronic update by visiting <https://d86.hinsdale86.org/domain/244>.



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Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



# **BEGINNING A SUCCESSFUL TRANSITION TO HINSDALE CENTRAL**

Presented by:

William Walsh, Principal

Jennifer Regnier, Director of Counseling

Eric Martzolf, Assistant Principal

Julie May, Science Department Chair

Special thanks to Mary Henneman and all sender school PTOs

# OVERVIEW

- ❑ What to expect in the transition to HC
- ❑ Freshman Experience at HC
- ❑ The macro-view of the transition process
- ❑ Some advice on how to think of course selections
- ❑ Questions for Administration



# The Importance of this Transition

- ❑ Hinsdale Central takes the transition to our school very seriously. Administration, Department Chairs, teachers and current students all play essential roles in the transition of incoming students.
- ❑ Research by John Hattie and our experience suggests that the transition to a new school is very stressful on a student and their family.
- ❑ The successful transition from Middle School to High School includes all of that transition stress, along with the social and emotional stress of this time of their life.
  - ❑ Before we think about college, we should focus on the transition to high school, let us get this one right

# DEFINE SUCCESS

## ❑ IT IS DIFFERENT FOR EVERY CHILD

- ❑ Get to know your child: his or her interests, beliefs, fears, and passions.
- ❑ Try new things; explore; experiment...Discovering what you DON'T want to do can be very valuable!

## ❑ GROWTH IS MORE IMPORTANT THAN EXTERNAL SUCCESSES or VALIDATIONS

- ❑ Grit and Resiliency are the prime movers to opportunities later on in life
- ❑ Coping skills are incredibly important to the development of Grit & Resiliency

## ❑ EVERY CHILD HAS A UNIQUE PATH AND DEFINITION OF SUCCESS

# Hinsdale Central Freshmen

Engagement with athletics and/or activities

Encourage your student to get involved!

Year	Athletics (Freshmen)	Activities
<b>2022 (Fall Data)</b>	<b>233</b>	<b>383</b>
2021	572	3331 (9-12)
2020	622	3306 (9-12)
2019	655	3466 (9-12)

# The Big Picture of Course Selections

- ❑ Recommend four years in the core department courses, which includes World Languages.
  - ❑ This will give the most options in 4 years
- ❑ Course Selection Process:
  - ❑ Know your student & think about their personality, traits of AP/honors students, other commitments
  - ❑ A new school will not mean your child will become different overnight
  - ❑ Review the Program of Studies (PoS)
    - ❑ Important resource to give the big picture

# Course Selections Continued...

- ❑ Honors placement—enroll the honors courses that are recommended, that your child has a passion for, and that fit into their overall schedule.
- ❑ Music and PE
- ❑ Growth, in both rigor and achievement, over 4 years is the most important aspect that colleges are looking for.
- ❑ Take electives to find new passions and explore career fields of interest.
  - ❑ Take a study hall, if necessary, otherwise take advantage of the comprehensive high school offerings at HC

# Course Selection Process 19-20

- ❑ Week of November 19 Parents receive preliminary placement in all courses via email
- ❑ Placement Change Window Opens – November **Parent/Department Chair Collaboration** (parents MUST CALL DCs to begin collaboration)
  - ❑ If desired, Families fill out the **ONLINE Placement Change Request Form** – ends December 18
- ❑ Students with an IEP will select courses outside of this timeline during their transition team meetings.

# Additional Important Dates

- ❑ January 9 - Eighth Grade Family Night:  
department curriculum presentations for  
required and elective courses
- ❑ Late January – Early February: Registration  
Appointments with High School Counselor
- ❑ Early May: PTO - Parent Coffee at HC
- ❑ Freshman Experience & building tours in the  
summer

# Current HC Freshmen

- ▶ 43% in English I Honors
- ▶ 34% in Algebra 2 Trigonometry Honors
- ▶ 27% in World History Honors
- ▶ 25% in Biology Honors
- ▶ 23% in Spanish II Honors
- ▶ 16% in Geometry Honors
- ▶ 13% in Earth Science Honors
- ▶ 10% in Integrated Alg. & Geometry Honors

The majority of Hinsdale Central Freshmen do not take all honors classes



# Things to Think About, Monitor and Help your Child in this Transition

- ❑ Talk to your child about grades, and that they will matter at HC.
- ❑ Do some child action research on the time commitments of your child now.
  - ❑ Have them keep track of their own time.
  - ❑ Take an honest look at their schedule
- ❑ How do they study, and/or what are their study habits? (learn how to learn independently)
- ❑ How much do they own their grades, and their work?
- ❑ Encourage them to look into Extracurricular activities and athletic opportunities at Hinsdale Central

# TOP 50 MATRICULATION DATA for HC Class of 2018...Top 11

College	# Attending
University of Illinois at Urbana-Champaign	66
College of DuPage	61
Indiana University at Bloomington	38
The University of Iowa	23
University of Illinois at Chicago	21
University of Colorado at Boulder	18
Loyola University Chicago	17
Illinois State University	14
Purdue University	13
University of Wisconsin, Madison	12
University of Michigan	12

## Hinsdale Central High School

55th and Grant Streets, Hinsdale, IL 60521

Phone: 630-570-8253

FAX: 630-887-9518

**Student:**

**Student ID:**

**State ID:**

**Birth Date:**

**Withdrawal Date:**

**Graduation Date:** 5/25/2017

**Year:** 2013-2014 School Year

**Grade:** 09

**Year:** 2014-2015 School Year

**Grade:** 10

Course	SEM1	SEM2	Credit
English 1 H	B	A-	1.00
Spanish 2	A	A-	1.00
Geometry H	C+	B	1.00
PE 1 Freshman S1	A		0.50
PE 1 Freshman S2		A	0.50
Biology Honors	B-	B	1.00
World Cultures	A-	A	1.00
Pre-Engineering Graphics 1 S1	B+		0.50
Pre-Engineering Graphics 2 S2		A-	0.50

**Yearly GPA:** 4.9167

**Credit:** 7.000

Course	SEM1	SEM2	Credit
English 2 H	B-	C+	1.00
Spanish 3	B+	B	1.00
Algebra 2 Trigonometry H	B-	B-	1.00
PE - F.I.T.S. (CC) S1	A		0.50
Health Education S2		A	0.50
Chemistry Honors	C+	B-	1.00
AP European History	B	B	1.00
Engineering & Design Honors	A-	B	1.00

**Yearly GPA:** 4.7692

**Credit:** 7.000

**Year:** 2015-2016 School Year

**Grade:** 11

**Year:** 2016-2017 School Year

**Grade:** 12

Course	SEM1	SEM2	Credit
AP Language & Composition	A	A-	1.00
Spanish 4	B	B	1.00
AP Computer Science A	B	B	1.00
Pre-Calculus H	B-	B	1.00
PE - F.I.T.S. (CC) S1	A		0.50
PE Athletics S2		P	0.50
Physics Traditional	B	B	1.00
AP U.S. History	B	A-	1.00
Constitution	P		0.00

**Yearly GPA:** 4.9167

**Credit:** 7.000

Course	SEM1	SEM2	Credit
Consumer Economics S2		A-	0.50
AP Literature & Composition	A	A-	1.00
AP Calculus AB	B	B	1.00
Comp. Weight Training S1	B		0.50
Comp. Weight Training S2		C	0.50
AP Environmental Science	B	B	1.00
Philosophy Honors S1	B		0.50
Constitutional Law S2		A-	0.50
Basic Photography - B/W S1	B+		0.50
Adv. Eng./Arch. Modeling H	A	A	1.00

**Yearly GPA:** 5.2500

**Credit:** 7.000

Type	GPA
Cumulative Weighted GPA	4.9592
Cumulative Unweighted GPA	4.2857
<b>Total Credit:</b> 28.000	

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Phone: 630-570-8253

FAX: 630-887-9518

**Student:**

**Student ID:**

**Birth Date:**

**State ID:**

**Withdrawal Date:**

**Graduation Date:** 5/25/2017

**Year:** 2013-2014 School Year

**Grade:** 09

**Year:** 2014-2015 School Year

**Grade:** 10

Course	SEM1	SEM2	Credit
English 1 H	C	C+	1.00
Spanish 2	A	B+	1.00
Intergrated Alg & Geo H	B	B	1.00
PE 1 Freshman S2		A+	0.50
PE 1 Freshman S1	A		0.50
Biology Honors	C	B-	1.00
World History Honors	B-	B-	1.00
Pre-Engineering Graphics 1 S1	A-		0.50
Pre-Engineering Graphics 2 S2		A-	0.50

**Yearly GPA:** 4.6667

**Credit:** 7.000

**Year:** 2015-2016 School Year

**Grade:** 11

Course	SEM1	SEM2	Credit
English 3	A	A-	1.00
Spanish 4	A-	A-	1.00
Pre-Calculus H	A-	A-	1.00
AP Computer Science A	A	A	1.00
PE - F.I.T.S. (CC) S1	A		0.50
PE - F.I.T.S. (CC) S2		A	0.50
AP Physics 1	B-	B	1.00
AP U.S. History	B-	B	1.00
Constitution	P		0.00

**Yearly GPA:** 5.3333

**Credit:** 7.000

Course	SEM1	SEM2	Credit
English 2	B	A-	1.00
Spanish 3	B	B	1.00
Algebra 2 Trigonometry H	B	A	1.00
PE - F.I.T.S. (TCR) S2		A+	0.50
Health Education S1	A		0.50
Chemistry Honors	B	B	1.00
Western Civilization S2		A-	0.50
American Politics S1	A-		0.50
Engineering & Design Honors	A	A-	1.00

**Yearly GPA:** 5.0000

**Credit:** 7.000

**Year:** 2016-2017 School Year

**Grade:** 12

Course	SEM1	SEM2	Credit
World Literature S1	A-		0.50
Rhetoric S2		B-	0.50
Spanish 5H: Spanish Studies	A-	B	1.00
AP Calculus BC	B	B-	1.00
Computer Sci. Topics 2 H S2		A-	0.50
Computer Sci. Topics 1 H S1	B+		0.50
PE (F.I.T.S. 2) S1	A		0.50
PE (F.I.T.S. 2) S2		A	0.50
AP Chemistry	C	C	1.00
AP Microeconomics S1	B		0.50
AP Macroeconomics S2		B-	0.50

**Yearly GPA:** 4.9167

**Credit:** 7.000

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Phone: 630-570-8253

FAX: 630-887-9518

**Student:**

**Withdrawal Date:**

**Student ID:**

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**Graduation Date:** 5/25/2017

**Birth Date:**

**Year:** 2013-2014 School Year

**Grade:** 09

**Year:** 2014-2015 School Year

**Grade:** 10

Course	SEM1	SEM2	Credit
Intro to Business	A	A	1.00
English 1 H	B	A-	1.00
Spanish 1	A	A	1.00
Geometry	A	A+	1.00
PE 1 Freshman S2		A	0.50
PE 1 Freshman S1	A		0.50
Earth Science	A-	A	1.00
World History Honors	A-	A-	1.00

Course	SEM1	SEM2	Credit
English 2 H	B	A-	1.00
Spanish 2	A	A	1.00
Algebra 2 Trigonometry H	A-	A	1.00
PE - F.I.T.S. (CC) S2		A	0.50
Health Education S1	A		0.50
Biology	A	A	1.00
AP European History	B	B+	1.00

**Yearly GPA:** 5.2500

**Credit:** 7.000

**Yearly GPA:** 5.2727

**Credit:** 6.000

**Year:** 2015-2016 School Year

**Grade:** 11

**Year:** 2016-2017 School Year

**Grade:** 12

Course	SEM1	SEM2	Credit
AP Language & Composition	A-	A-	1.00
Spanish 3	A	A	1.00
Pre-Calculus H	A	A	1.00
AP Computer Science A	A	A+	1.00
Personal Fitness S1	A+		0.50
PE Athletics S2		P	0.50
Chemistry Traditional	A	A	1.00
AP U.S. History	A	A	1.00
Constitution	P		0.00

Course	SEM1	SEM2	Credit
AP Literature & Composition	A	A	1.00
Spanish 4	A	A	1.00
AP Calculus AB	A	A	1.00
PE (F.I.T.S. 2) S2		A	0.50
PE (F.I.T.S. 2) S1	A		0.50
Physics Traditional	A	A	1.00
AP Psychology	A	A	1.00
AP Microeconomics S2		A	0.50
AP Macroeconomics S1	A		0.50

**Yearly GPA:** 5.6667

**Credit:** 7.000

**Yearly GPA:** 5.6667

**Credit:** 7.000

**Type**

**GPA**

Cumulative Weighted GPA

5.4681



Questions?

**From:** Regnier, Jennifer

**Sent:** Wednesday, November 20, 2019 8:12 AM

**Cc:** Walsh, William <wwalsh@hinsdale86.org>; Hurt, Jessica <jhurt@hinsdale86.org>; Maita, Ryan <rmaita@hinsdale86.org>

**Subject:** Transitioning to Hinsdale Central Presentation

Thank you to all of the parents that were able to join us yesterday evening for our program on transitioning to Hinsdale Central. If you were not able to join, you can find the presentation at <https://d86.hinsdale86.org/Page/1662>, along with some other great resources for our incoming 8<sup>th</sup> grade families. We will continue to add information and resources to this area on our website, so please check back frequently!

As a reminder, we will send out core course placements to families next week. If you have not completed the enrollment process at [https://registration.hinsdale86.org/cas\\_HinsdaleTwp86IL/login](https://registration.hinsdale86.org/cas_HinsdaleTwp86IL/login), your course placements will be delayed until this is submitted.

Additionally, we look forward to welcoming parents and students to our 8<sup>th</sup> grade Family Night on **Wednesday, January 8, 2020**. Reminders and additional information about this event will be sent in late December.

Please reach out if you have any questions!

*Jennifer A. Regnier*

Director of Counseling & Social Work

Hinsdale Central High School

55<sup>th</sup> & Grant Streets

Hinsdale, IL 60521

(630) 570-8250

[jregnier@hinsdale86.org](mailto:jregnier@hinsdale86.org)

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Dear District 86 Community,

During the past few weeks, there has been a great deal of discussion about the changes to our science program that we will be implementing next year. We have appreciated the conversations that have been had and comments that have been made because they reflect the strong commitment to education and passionate advocacy for students that are the hallmarks of this community.

As a reminder, the recommendation from the administration and chairs for the science department is to implement a vertically-aligned sequence of courses at Hinsdale Central and Hinsdale South that follows the ESS-integrated PCB sequence (ESS stands for Earth and Space Science; PCB stands for Physics, Chemistry and Biology). This sequence will be fully aligned with the Next Generation Science Standards, and will have earth science serving as a common thread that is woven throughout it. It will also help advance the first strategy listed under Goal 1 (Student Growth and Achievement) of the district's strategic plan, which is aimed at ensuring that "course and instructional units include common critical competencies, aligned assessments between the two high schools and multiple measures of success."

The recommendation was reached following the completion of hundreds of hours of work by highly trained and qualified educators who have decades of professional experience. It was based on months of research into nine different sequences that were thoroughly studied, assessed and evaluated using the following goals of the science program as a guide:

- Align courses – fees, texts, objectives, semester exams and assessments
- Increase student exposure to and interest in core sciences
- Align courses with college and career opportunities
- Create a strategic and coherent science program
- Provide informed student choice in coursework junior and senior year
- Increase SEL considerations for students and parents

It was influenced by feedback provided by science teachers, students and parents/guardians from both of our high schools. It was also decided upon based on the benefits for students, which include:

- Giving them the opportunity to experience four core sciences (earth science, physics, chemistry, and biology) over a three-year period
- Helping them prepare for Advanced Placement courses and electives
- Challenging them with core courses that are designed to offer depth and rigor
- Enhancing their understanding of science via courses that are aligned with a coherence in content and skills, and that build upon each other
- Strengthening their understanding and use of key math concepts that are aligned with what they are learning in science

What has emerged from the conversations we referenced above is a clear difference of opinion among some members of the community regarding the direction we have chosen for the future of our program. While many people support the move to the PCB model, others believe we should keep the existing sequence, offer multiple options at both schools or hold off on making any changes until they can be studied in greater detail. The lack of consensus regarding the changes is not surprising. Frankly, very few decisions made by school districts receive universal support. However, what does surprise us is the



intimation by some that the in-depth process we began during the 2018-19 school year that led to the decision was “rushed” and “lacked accountability and transparency.” What confuses us is the perception that the model is unfounded and untested despite its effective implementation at South, which has [produced results that have rivaled or exceeded those at Central](#) (there are five tabs of data in the spreadsheet that is found at this link). And, what truly disappoints us is the insinuation that we would suggest a change or make a decision that is not in the best interest of all District 86 students.

We recognize that people have misgivings about the changes, and respect that the concerns and opinions they have expressed are based on their desire to help our young adults succeed. That is a desire we share and have used as the singular focus and guiding principle for the work we have done to reach this decision. We also understand and fully accept the responsibility we have for ensuring that the changes will continue to help our students learn, grow, achieve and excel. More importantly, we greatly appreciate all of the time, effort and energy that the members of our staff have invested in this work, and completely and unequivocally support the implementation of the PCB model at both buildings.

Thank you to everyone who has weighed in on this matter. We will work with our science department and administration to keep the community updated on the implementation of the changes. In the meantime, you can access the [frequently asked questions document](#) we created regarding the changes, as well as the details about science sequencing that have been shared during recent board meetings and information sessions, by visiting <http://bit.ly/2qyzJzO>.

Sincerely,

Nancy Pollak  
Board President

Tammy Prentiss  
Superintendent



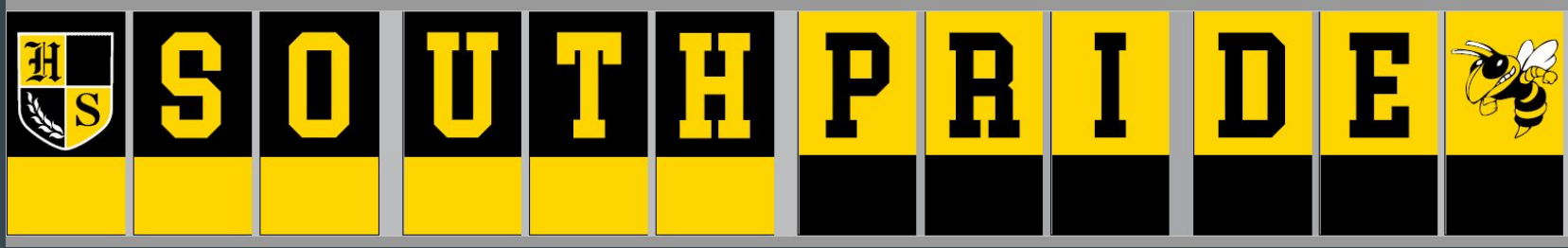
# Our Leadership Team Welcomes Your Family to our Hornet Nation



# Our teachers love supporting your children.



**Great teachers  
empathize with  
children, respect  
them, and believe  
that each one has  
something special  
that can be built  
upon.**



Part of #SouthPride means our teachers will help your child:

- Foster positive peer-to-peer relationships
- Develop positive relationships with adults in the building
- Be a part of our enjoyable and vibrant learning community.

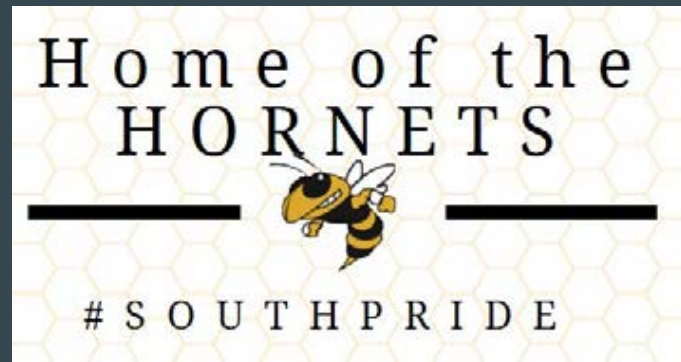




# Formal Introductions

## Your building leaders:

- Ms. Arwen Pokorny Lyp, Principal
- Mr. Eric Martzolf, Assistant Principal for Curriculum & Instruction
- Dr. Kari Peronto, Assistant Principal for Operations
- Mr. Michael Holland, Director of Counseling
- Ms. Robin Vannoy, Director of Deans
- Ms. Lisa Elo, Dean of Students
- Mr. Michael M. Smith, Dean of Students
- Ms. Kristin Marks Pascavage/Ms. Heather Stomberg, Director of Special Education
- Mr. Art Ostrow, Athletic Director
- Ms. Lynn Hatzikostantis, Director of Student Activities
- *Department Chairpersons will introduce themselves shortly*



# OUR MISSION

## WHY WE EXIST

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

# OUR VALUES

## WHAT WE STAND FOR

Access  
Accountability  
Diversity  
Equity  
Excellence  
Perseverance  
Resiliency  
Respect  
Trust

**86Forward**  
HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT



Defining excellence.

# OUR VISION

## WHERE WE ARE HEADED

District 86 will set the standard for excellence by inspiring passion, confidence, and excellence.

In five years, the District will use the following components as evidence for achieving our mission and vision:

<b>Coherent System</b>	District 86, its two high schools, the Transition Center, and communities are one coherent, unified system. Collaboration fosters respect, voice, and engagement among all stakeholders. Commitment to a shared mission, vision, and goals unites the District. Resources and opportunities are equitably provided to ensure that needs of all students are being met.
<b>Critical Competencies</b>	District curriculum, foundational knowledge, and competencies required for success after high school link to the life skills of critical thinking, creative thinking, problem solving, collaboration, and communication. These critical competencies link to character and leadership required for global citizenship. Learning expectations and experiences are rigorous, relevant, and equitable for all students.
<b>Multiple Measures for Success</b>	Student, team or department, school, and District 86 success links to a meaningful data and information system consisting of multiple measures for goal setting, reflection, analysis, and improvement of performance. Multiple measures are used at all levels to periodically assess and report progress. Improvement is the first criterion of success.
<b>Student Well-Being</b>	Students feel safe, challenged, confident, and responsible for their own learning. District 86 culture, programs, practices, and services foster student social and emotional well-being. Students report they feel well prepared for their future. Families report they feel their student is well prepared for their future.
<b>Innovative Teaching and Learning Practices</b>	Engaging teaching and learning practices ensure students explore big ideas, make real-world connections, relate their learning to their passions, and give students multiple and authentic ways to demonstrate their knowledge. Instructional tools, including technology, ensure learning takes place both inside and outside the classroom. Assessment leads to next steps in teaching and learning. Student growth is the first criterion of success.
<b>Facilities</b>	The facilities support a safe and secure learning environment that provides opportunities for multiple pathways leading to college, career and life readiness. The facilities provide opportunities for innovative teaching and learning practices, including technology. All facilities are fully ADA accessible and meet Life-Safety requirements.
<b>Collaboration and Communication</b>	Internal and external communication and collaboration activate student, teacher, and parent voice and improved stakeholder satisfaction. Enhanced communication and collaboration create clarity and understanding and promote transparency. Communication closes the gap between what is real and what is perceived.
<b>Partnerships</b>	District 86 cultivates partnerships with business, agencies, and other community organizations to further student learning, career, and workplace experiences for students. District 86 cultivates partnerships with sender districts to further college, career, and life experiences for students.

# Equity and Student Wellness is Our Mission

Equality



Equity



Justice



# Smaller School + Same D86 Resources = More Student Opportunities



***Students have more leadership and participation opportunities than they would have in larger schools:***

- Hinsdale South is the home to ~1,420 students and offers
  - The most athletic programs in the state of Illinois of any high school our size, thus allowing more students to participate
  - The same or more activity programs as any high school in DuPage County

***Students are able to be involved in a variety of activities whereas at larger local area high schools programming is far more specialized and students have to make tough choices about what they want to be involved in.***

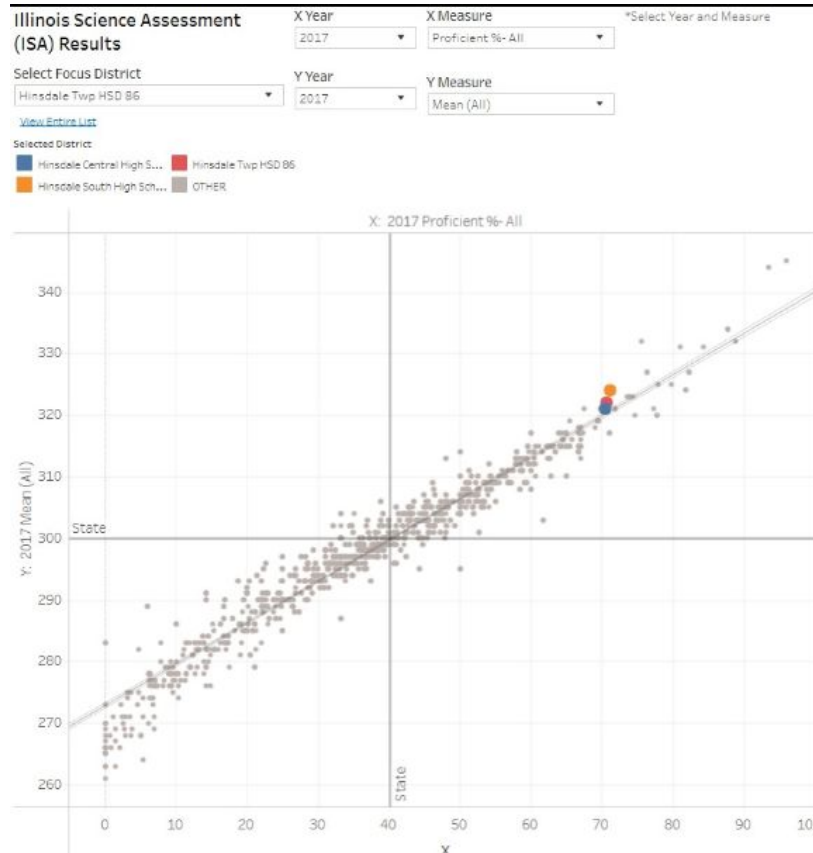




# Stellar Academic Programming

- ***Ranked 20th in the State of Illinois by US News and World Report (2018)***
  - Higher than Naperville Central, Downers Grove North and South, Lyons Township High School, Evanston Township High School, and Oak Park River Forest.
- ***Ranked 11th in Illinois by the Washington Post for non-selective enrollment magnet schools (2019)***
  - Higher than Barrington, Neuqua Valley, Fremd, Evanston, Lyons Township, New Trier
- Nationally recognized Physics-first science program
- Robust Advanced Placement program with 31% of last year's student body taking at least one AP test.
- Students outperform their national peers on both the SAT and ACT with recent graduates currently attending Stanford, Cornell, Columbia, MIT, Brown and Dartmouth.

# 2017 Illinois Science Assessment Results



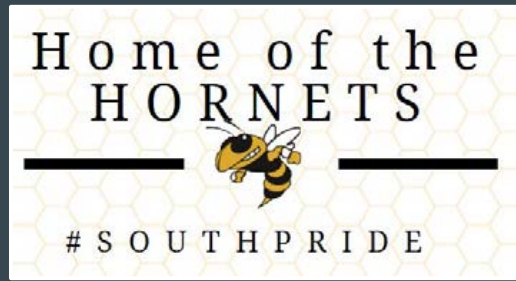
Home of the  
HORNETS



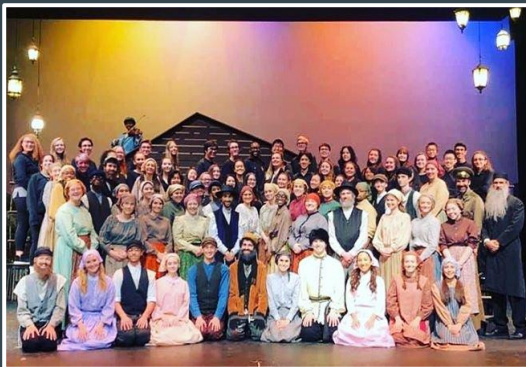
#SOUTHPRIDE

# South Student Activities

## Ms. Lynn Hatzikostantis, Activities Director



- We have over 70 clubs here! There is something for everyone!
- Please explore this tonight at the Activities and Athletics Fair.



# South Student Athletics, Mr. Art Ostrow, Athletic Director



- We offer 33 competitive athletic programs
- Fall Sports: (Boys) Cross Country, Football, Golf, Soccer. (Girls) Cross Country, Golf, Swim & Dive, Tennis, Volleyball
- Winter Sports: (Boys) Basketball, Bowling, Indoor Track & Field, Swim & Dive, Wrestling (Girls) Basketball, Bowling, Cheerleading, Danceline, Gymnastics. (Special Olympics)
- Spring Sports: (Boys) Baseball, Gymnastics, Tennis, Track & Field, Volleyball, Water Polo (Girls) Badminton, Soccer, Softball, Track & Field, Water Polo. (Special Olympics & Bass Fishing)

**Black and Gold Fridays!**



**#WeWearBlackandGold**

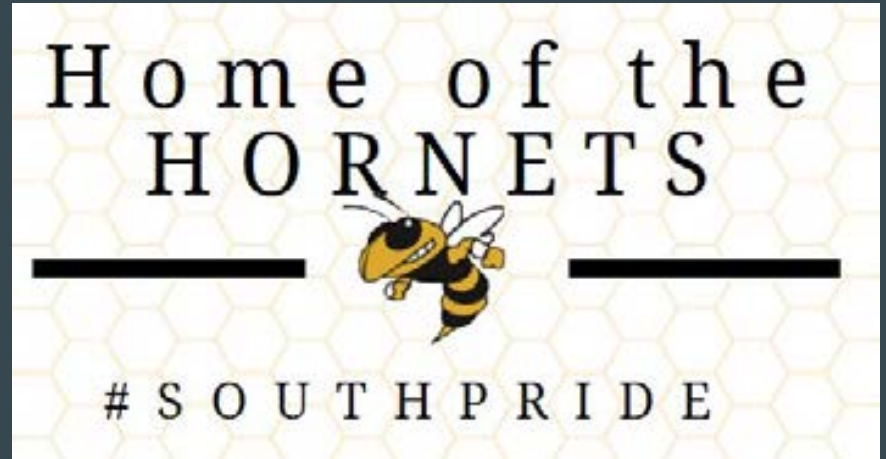
***Social media presence:*** Hinsdale South High School (Facebook) and @HinsdaleSouth HS (Twitter) also @HSHSActivities and @HinsdaleSouthAD

***Parents can get involved too:*** Booster Club, Athletic Club, Hinsdale South Foundation, Music Boosters, Post-Prom, and #WeAreHinsdaleSouth - Class of 2024 Facebook group

# *What do we mean when we say #SouthPride?*

## *Student voices:*

- *Ash Ebikhumi, Senior*
- *Drew Deolitsis, Sophomore*



# Master Facility Plan - Anticipated Completion Dates

- **Phase 1: Summer 2020**

- Athletic Turf Fields
- Tennis Courts
- Library
- Special Education / Deaf & Hard of Hearing
- Building & Grounds - including Roofing Replacements (over 70,000 Square Feet!) & Boiler System

- **Phase 2: Summer 2021 - Summer 2022**

- Cafeteria
- Fine Arts
- Pool
- Business/Tech Ed/FACS (CTE)
- Student Services
- Classroom Redesign



# MANDATORY Step 1 - Registration Gateway

REGISTRATION GATEWAY  
**DEADLINE = OCTOBER 25**



Enter your Username and Password

Username:

Password:

LOGIN

CLEAR

[Forgot your password?](#)

If you are new to this system, please click the link below and then click "Start" on the next screen to create a username and password. If you already have a username and password, please enter them to the left to access Gateways. For security reasons, please Log Out and Exit your web browser when you are done. The services listed below may be accessed without authentication.

New Student  
Registration



First time users click "new student registration"

# Step 2 - Course Selection Meeting in January

AREA	COURSE LEVELS				
PHYSICAL EDUCATION	Freshman PE			Early Bird PE* <small>*only available to students enrolled in Music</small>	
ENGLISH	English I			English I Honors	
MATH	Algebra I <small>(Additional support class also available)</small>	Integrated Alg / Geo Honors	Geometry Honors	Algebra II/Trig Honors	Pre-Calculus Honors
SOCIAL STUDIES	World Cultures			World Studies Honors	
SCIENCE	Physics in the Universe			Physics in the Universe Honors	

Course Recs Were Emailed November 26

# Step 2 - Choose Electives

ELECTIVE ARTS COURSES		Credit	ELECTIVE ARTS COURSES		Credit
French I	(Honors - 04110)	1.0	Exploring Family & Consumer Science		1.0
French II	(Honors - 04170)	1.0	Culinary 1		.50
German I	(Honors - 04210)	1.0	Culinary 2		.50
Latin I	(Honors - 04310)	1.0	Bakery & Pastry Arts		.50
Spanish I		1.0	Clothing Construction 1		.50
Spanish II	(Honors - 04580)	1.0	Drawing & Painting (2D Art) I		.50
American Sign Language I		1.0	Drawing & Painting (2D Art) II		.50
Concert Band		1.0	Pre-Engineering I	(Honors Option)	.50
Symphonic Percussion		1.0	Pre-Engineering II	(Honors Option)	.50
Concert Percussion		1.0	Woods I		.50
Chamber Orchestra Strings		1.0	Metals, Glass & Jewelry		.50
Treble Chorus		1.0	Advanced Metals, Glass & Jewelry		.50
Bass Chorus		1.0	Ceramics & Clay Sculpture		.50
Jazz Band (early bird/zero hour only)		1.0	Advanced Ceramics & Clay Sculpture		.50
Introduction to Business	(Honors Option)	1.0	Visual Art in the World		.50
Beginning Piano Comp & Theory		1.0	Photography I		.50
Essential Technologies (Keyboarding)		.50	Photography II		.50
Multimedia Innovations & App Design		.50	Digital Imaging & Design I		.50
AP Computer Science Principles		1.0	Digital Imaging & Design II		.50
Driver's Ed. (Age req. + \$350 fee)		.25	Animation & Cartooning		.50
Introduction to Theater Arts		1.0	Business Law I		.50
Journalism Yearbook	(Honors Option)	1.0	Business Law II		.50
Speech Communication		0.5	Study Hall		0.0
			Excel		.50/1.0

# Counselor Appointments - Finalize Course Selections

*Cass*

Jan. 10

*Burr Ridge*

Jan. 22

*Westview Hills*

Jan. 23



*Gower*

Jan. 17

*Eisenhower*

Jan. 24

*Private Schools*

Jan. 23

# Strong Counseling and Social Work Supports

Academic Advising



Post-Secondary Planning



Personal/Social Counseling



# Open House 2020 - Counselor Presentations



# We will help your child set goals for 2024



# System of Supports for Incoming Freshmen

- Summer sports camps and summer school for enrichment
- Freshman Orientation Day
- Freshman Seminar for every individual student
- Hornet 101
- Snowflake
- RULER/SEL Curriculum in Freshman PE Class
- Monthly #SouthPride Days
- Individual counselor/social work support at parent request

**Note:** Of our five public feeder junior high schools, four of five split between multiple high schools.





## English

### Mr. David Anderson, Department Chair

- English I or English I Honors
- Placement based upon MAP reading scores and teacher recommendation.
- Students may also be recommended for Academic Reading, a class in addition to English I that builds literacy skills.
- Focus of all classes is the development of reading, writing, and critical thinking skills.
- In addition to the required English I/English I Honors class, students may take the elective classes of Journalism: Yearbook, Introduction to Theatre Arts, or Speech/Communication.

## ***Social Studies***

### Ms. Kathy Lencioni, Department Chair

- World Cultures or World History Honors.
- Placement based upon MAP reading scores and teacher recommendation.
- Focus of both classes is development of reading, writing, and critical thinking skills.
- All students will be introduced to the Document Based Essay and primary source analysis
- Goal is to prepare as many students as possible for AP participation in 10th grade

# Science

## Dr. Julie Gaubatz, Department Chair



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

# Mathematics

## Ms. Kerin Sancken, Department Chair

### Algebra 1

- This is the typical 9th grade class, IL graduation requirement
- Lays the foundation for all future math classes & SAT / ACT

**Algebraic Reinforcement** → support class that emphasizes prerequisite Algebra skills

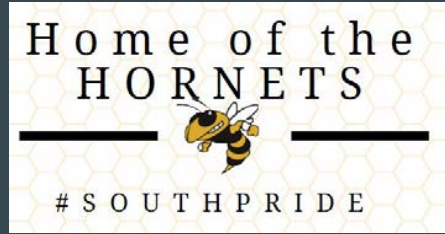
**Honors Classes (Algebra 2 Trig H, Geometry H, Integrated Algebra & Geometry H)**

- Must have taken and mastered Algebra 1 in junior high
- Emphasize creative problem solving, deeper connections between concepts

**Placement is based on current class, MAP scores, and teacher recommendation**

# *World Languages*

Sra. Sarah Lombard, Department Chair



*Spanish*

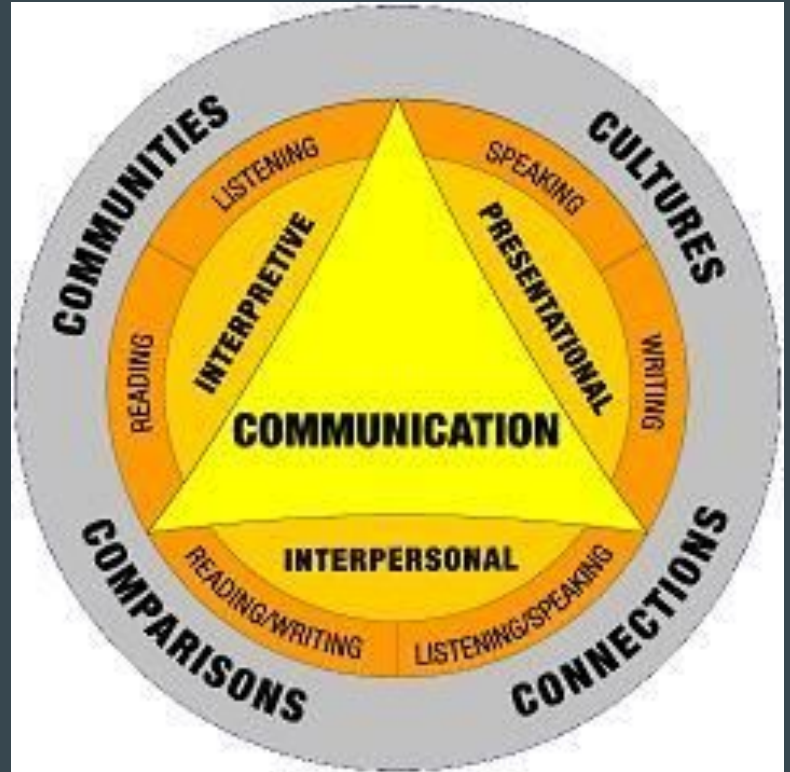
*French*

*German*

*Latin*

# What is current World Language education like?

- 90% target language
- Authentic resources
- Interpersonal communication
- Proficiency-based
- Grammar in context



# What can students do after four years of world language?

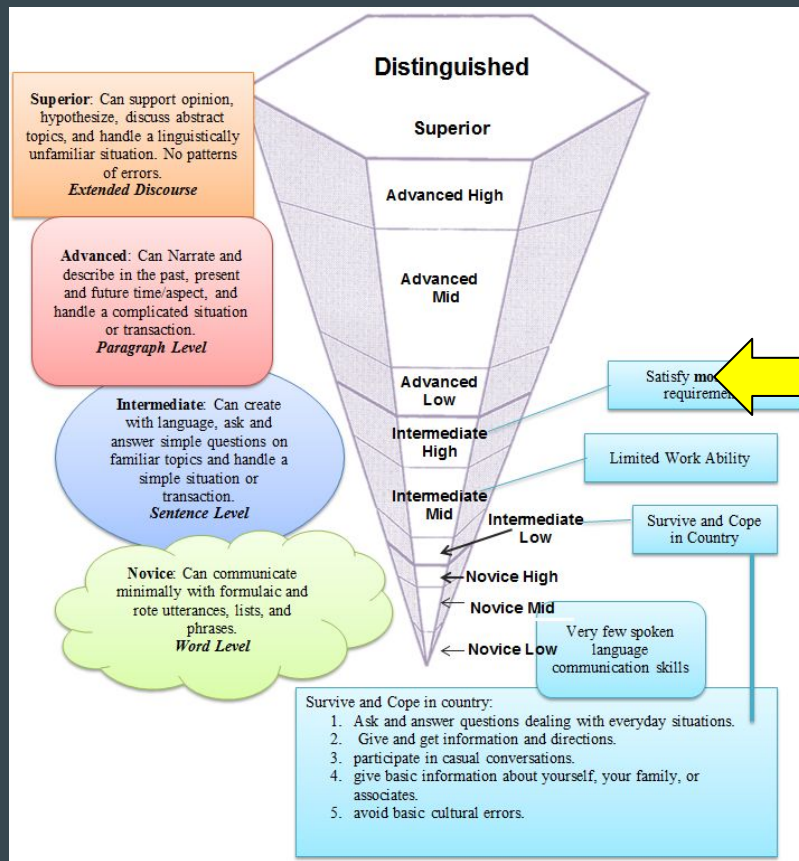
Level 1 - Novice Mid/High

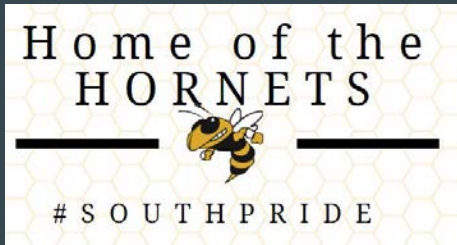
Level 2 - Intermediate Low

Level 3 - Intermediate Low/Mid

Level 4 - Intermediate Mid/High

Level 5 - Intermediate High





# Why start world language as a freshman?

- Illinois Seal of Biliteracy (awarded to seniors with Intermediate High proficiency)
  - IL public universities award college credits (from 4 to 12)
- Dual Credit Opportunities
  - Spanish 5 Honors (6 credits from the College of DuPage)
  - AP Latin (3 credits from Loyola University)
- AP Spanish, AP French, AP German (after level 3)
- Trilingual Scholar Award
  - 4 years of one language and 2 years of another



# Not sure if world language is for you? Consider Etymology.

- Explore the connections between classical languages and English.
- Etymology facilitates reading by increasing our knowledge & understanding of English vocabulary.
- One-semester course for World Language credit.



# Art

## Mr. Patrick Maag, Department Chair

Home of the  
HORNETS



#SOUTHPRIDE



**Beginner Level Courses:** All Beginner courses are .5 credits and are open to all grades and require no previous knowledge or pre-requisite. These courses introduce students to materials and processes.

**Intermediate Level Courses:** All Intermediate courses are .5 credits and are open to all grades and require the prerequisite above it on the chart. These courses further build on the processes and practices using materials learned in the intro class.

**Advanced Level Courses:** All Advanced courses are .5 credits and can be repeated. These are open to sophomores, juniors, and seniors and require the two previous prerequisites on the chart - \*\* These courses also have an Honors section.

**Advanced Placement Level Courses:** All AP courses are 1.0 credits and can be repeated. They are open to juniors and seniors and require the three previous prerequisites on the chart - \*\*AP ART HISTORY has no Prerequisite.

Drawing & Painting  
1

Photography 1

Digital Imaging &  
Design 1

Ceramics 1

Glass &  
Metalsmithing 1

Animation  
&  
Cartooning

Visual Art  
in Our  
World

Drawing & Painting  
2

Photography 2

Digital Imaging &  
Design 2

Advanced  
Ceramics  
(can be repeated)

Advanced  
Glass &  
Metalsmithing  
(can be repeated)

Drawing & Painting  
3 + Honors Option

Photography 3 +  
Honors Option

Digital Imaging &  
Design 3 + Honors  
Option

Advanced  
Ceramics +  
Honors Option

Advanced  
Glass &  
Metalsmithing  
+ Honors Option

AP Studio Art 2D

AP Studio Art 2D  
(Photo)

AP Studio Art 2D

AP Studio Art 3D

AP Studio Art 3D

AP ART  
HISTORY

# DRAWING & PAINTING (STUDIO ART)



Drawing & Painting  
1

Drawing & Painting  
2

Drawing & Painting  
3 + Honors Option

AP Studio Art 2D



# PHOTOGRAPHY



Photography 1

Photography 2

Photography 3 +  
Honors Option

AP Studio Art 2D  
(Photo)



# DIGITAL IMAGING & DESIGN (COMPUTER ART)



Digital Imaging &  
Design 1

Digital Imaging &  
Design 2

Digital Imaging &  
Design 3 + Honors  
Option

AP Studio Art 2D



# CERAMICS (3D-SCULPTURE ART)



Ceramics 1

Advanced  
Ceramics  
(can be repeated)

Advanced  
Ceramics +  
Honors Option

AP Studio Art 3D



# GLASS & METALSMITHING



Glass &  
Metalsmithing 1

Advanced  
Glass &  
Metalsmithing  
(can be repeated)

Advanced  
Glass &  
Metalsmithing  
+ Honors Option

AP Studio Art 3D



# OTHER ART COURSES



Animation & Cartooning



AP ART HISTORY



Visual Art in Our World



Home of the  
HORNETS



#SOUTHPRIDE

# Music

Mr. Patrick Maag, Department Chair

## MUSIC CLASSES FOR FRESHMEN

Concert Band

Concert String Orchestra

Treble/Bass Choir \*\*\*

Beginning Piano \*\*\*

Concert Percussion \*\*\*



VectorStock

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# BAND

Home of the  
HORNETS



#SOUTHPRIDE





# CHOIR

Home of the  
HORNETS



#SOUTHPRIDE



# Orchestra & Jazz Band

Home of the  
HORNETS



#SOUTHPRIDE





**HINSDALE DISTRICT 86**

**CTE**

**Career & Technical Education**



# ***Business/FACS/Technology Education (CTE)***



Mr. John Madden-Department Chair

Ms. Ashley Yurchak-CTE Teacher and Hinsdale South Graduate

## **Business:**

Intro to Business \*  
*(meets Consumer Economics requirement)*

Business Law 1\*

Essential Technology

Multimedia Innovations &  
App Design

## **Family and Consumer Sciences (FACS):**

Exploring FACS *(meets Consumer Economics requirement)*

Culinary 1

Culinary 2

Bakery and Pastry

Clothing Construction 1

Interior Design

Fashion Merchandising

## **Technology Education:**

Pre-Engineering 1 (Dual Credit) \*

Pre-Engineering 2 (Dual Credit) \*

Woods 1

***\*= Honors Option Available***

# ***Business/FACS/Tech Ed (CTE)***

- Gain hands on experience and training in major/career fields
- Learn skills that are technical, career related, and enjoyable
- Acquire essential skills such as problem-solving, critical thinking, and time management.
- Field trips that provide real-life learning context
- Listen to advice from professional guest speakers
- Use state of the art machinery
- Have fun and make new friends!



# ***Physical Education/Health/Drivers Education***

## **Ms. Janelle Marconi, Department Chair**

- Freshman PE: This is a full-year course that is designed to expose students to activities that require team building, collaboration, critical thinking, and emotional intellect.

<b>Physical</b>	<b>Mental</b>	<b>Social</b>
Team Sports Individual Sports Fitness Testing Team Building	Yale University RULER Curriculum (Yale Center for Emotional Intelligence)	PEER Leadership/RULER Cooperative Games Team Building



# Physical Education/Health/Drivers Education

Ms. Janelle Marconi, Department Chair

Home of the  
HORNETS



#SOUTHPRIDE

## UPPER LEVEL PHYSICAL EDUCATION CHOICES

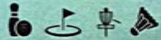
### Individual Sports 1

- golf
- tennis
- badminton
- archery
- pickle ball
- ping pong
- eclipse ball
- spike ball



### Individual Sports 2

- bowling
  - archery
  - frisbee golf
  - badminton
  - tennis
  - soccer golf
- (\$50 bowling fee)



### Personal Fitness

- individualized fitness goals
- cardiovascular machines
- weight training techniques
- circuit training



### Group Fitness

- yoga
- pilates
- aerobics
- rhythmic gymnastics
- self-defense (RAD)
- dance & zumba



### Team Games

- volleyball
- basketball
- softball
- flickerball
- kickball
- navy football
- lacrosse
- hockey
- tchoukball
- soccer



### Outdoor Education

- team building
- fishing
- kayaking & boating
- archery
- navigation



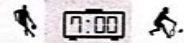
### Tumbling

- gymnastics
- balancing
- strength & flexibility
- focus on form
- stunts



### Early Bird PE

- before regular school day
- 7:00-7:50am
- various activities
- student chosen units
- exercise based



### Lifeguarding CPR/First Aid

- American Red Cross Lifesaving Certification
- Cardiopulmonary Resuscitation Certification
- Standard First Aid Certification



### Aquatics & Water Games

- pool based activity
- swimming
- water sports & activities



### Adaptive Physical Education

- learners with disabilities
- various activities
- lifelong fitness



### Adaptive PEER PARTNERS

- students interested in assisting learners with disabilities
- various activities



ALL CLASSES ARE ONE SEMESTER - CLASSES CAN BE REPEATED

# ***Physical Education/Health/Drivers Education -***

**Ms. Janelle Marconi, Department Chair**

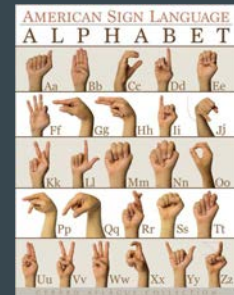
- **Driver Education:** Students are eligible to take Driver Education as long as they are 15 years of age prior to the start of the class.. Approximately half of our 9th grade students take Driver Education second semester. The other half are eligible first semester of their sophomore year.
- **Health Education:** Students must take a comprehensive Health Education course that is one semester in length. Usually taken during sophomore year in first or second semester

# *Deaf and Hard of Hearing Program*

## Ms. Carrie Morfoot, Department Chair

- The DHH department offers ASL I (dual credit with COD) and ASL II for all students in the building.
- Students who qualify to be enrolled in the LADSE Deaf and Hard of Hearing program:
  - Have access to all of the amazing opportunities that Hinsdale South has to offer
  - Have access to classes and services provided through the DHH program.

We would like students and families who have been enrolled in the DHH program to please come to room 121, for a brief time, directly following this meeting.



# ***Building Tours - Student Ambassadors***

- Leave every 10 mins from the Ambassador table in the field house
- No pictures with the balloon arch while entering the field house



Dear District 86 Community,

First and foremost, I want to thank everyone who has offered their thoughts and perspectives about the changes to our science program. The comments, questions and input you have shared highlight how deeply you care about our schools and the students we serve.

Second, I want to apologize for the ineffective job our administrative team did of communicating about this important topic. By not undertaking these efforts until a few months ago, we created a great deal of unnecessary confusion, concern and angst for our current and future families. We also did a disservice to the outstanding educators who have spent hundreds of hours on this endeavor. I have spoken with the members of the team about this situation, and will work closely and collaboratively with them to ensure that we are more thoughtful, organized and proactive when communicating about these critical initiatives.

Third, given the feedback we have received from the community and the communication issues described above, we, in consultation with the members of our science department, have decided to make the following revisions to our plans for implementing the changes to our science program.

- We will be extending the rollout of the ESS-integrated PCB sequence (ESS stands for Earth and Space Science; PCB stands for Physics, Chemistry and Biology) at Hinsdale Central by one year. This means that rising ninth graders for the 2020-21 and 2021-22 school years will have the option of enrolling in physics or biology. The PCB sequence will then be fully implemented at Central (i.e., all rising ninth graders will enroll in Physics or Physics Honors) at the start of the 2022-23 school year. By extending the rollout by a year, we will have additional time to help students and their families make the transition to the new sequence.
- We will be adding a G-level biology course option for freshmen at Central during the 2020-21 and 2021-22 school years. This will help ensure that all of our rising ninth grade students, regardless of their learning needs or backgrounds, have the option of taking biology during the rollout period. This will also enable us to ensure that the needs of these students will continue to be met when we fully implement the new sequence at the start of the 2022-23 school year. Since the recently approved program of studies at Central includes a G-level biology course for students in grades 10 through 12, the administration will be asking the board of education to consider revising the description for this course to read grades nine through 12. This request will be presented to the board during one of its meetings in January.

While we would not typically make this type of announcement during final exams and so close to winter break, we are doing so for a couple of reasons. The first reason is that Central will be hosting its Family Night on Jan. 8. During this event, rising ninth grade students and their parents/guardians will have the chance to talk to staff about their classes for freshman year. By sharing the changes to our implementation plan now, families will have more time to discuss their options prior to Family Night and final course selections, which will occur at the end of January. The second reason is that we will be working on our staffing plan for next year following winter break. By finalizing our course offerings now, we will have ample time and opportunity to ensure that we are adequately staffed and can effectively meet the needs of our students.

Fourth, as a reminder, our science team is scheduled to meet again on Jan. 14 and 15. During these two days, the members of the team will work with the chairs from the math department to ensure there is alignment between physics and Algebra 1. They will also review and discuss the feedback we received from students and community members regarding science electives that fall outside of the PCB sequence, including AP Physics. The board will receive an update on Jan. 23 about the topics the team discussed and the work it completed during its meeting.

Lastly, I want to restate my strong belief in the ESS-integrated PCB sequence. I also want to reiterate my appreciation and full support for the team (teachers, department chairs, assistant principals for curriculum and instruction, principals and district-level administrators) that brought forth the recommendation. Their hard work and tireless efforts to align the science courses across both of our high schools will help our students down the path toward their ideal future.

Thank you for your time and attention to this message. I hope you have a safe, restful and relaxing winter break.

Sincerely,

Tammy Prentiss  
Superintendent



HINSDALE TOWNSHIP  
High School District 86

[D86 Website](#) | [BoardDocs](#) | [LiveStream](#) | [Video Archive](#)



## FIRST LOOK

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December 12 2019  
[Regular Action Meeting](#)  
6:00 PM  
Hinsdale South High School

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On Dec. 12, 2019, the District 86 Board of Education will call the regular action meeting to order at 6 p.m. and then immediately adjourn to closed session. The board will reconvene the open session at approximately 6:30 p.m. Community members interested in addressing the board during audience communication can sign up prior to the board reconvening the open session.

### **Strategic Plan Goal 3: Work Environment**

Members of the team who are working on Goal 3 of the district's strategic plan will provide the board with a brief update on the status of their efforts to date. This update will include information about the Key Performance Indicators (KPIs) they will use to measure and assess progress on their goal, which is to ensure that systems promote staff engagement, collaboration, innovation, satisfaction and accountability.

### **Strategic Plan Goal 4: Family and Community Connections**

Chris Jasculca, the district's director of communications and champion for Goal 4 of the strategic plan, will provide the board with a brief update on the status of the Goal 4 team's efforts to date. This update will include information about the Key Performance Indicators (KPIs) they will use to measure and assess progress on their goal, which is to ensure that families and the community are engaged as valued partners in the education process.

### **Strategic Plan Goal 1 Update**

Principals Arwen Pokorny Lyp and Bill Walsh, who are the building champions working on Goal 1 of the district's strategic plan, will provide the board with a brief update regarding the curriculum alignment process.

### **Facilities Committee Report**

Members of the Facilities Committee will provide the board with a report from its last meeting, which was held at Hinsdale South High School on Dec. 6, 2019. The board will vote to release the draft meeting minutes as part of the consent agenda.

**Award Bid Package 1: Track Surfaces**

The board will vote to award Bid Package 1 (Track Surfaces) to Track Surfaces Company in an amount not to exceed \$302,000 and assign the contract to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received a response/submission from one contractor.

**Award Bid Package 2: Tennis Courts**

The board will vote to award Bid Package 2 (Tennis Courts) and alternate two (saw cut joints at tennis courts) to U.S. Tennis Court Construction Company in an amount not to exceed \$168,800 and assign the contract to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received a response/submission from one contractor.

**Award Bid Package 3: Roofing**

The board will vote to award Bid Package 3 (Roofing) to F&G Roofing Company LLC in an amount not to exceed \$3,448,000 and assign the contract to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received responses/submissions from eight contractors. F&G Roofing Company LLC was the lowest bidder.

**Award Bid Package 4: Air Handling Unit Replacement**

The board will vote to award Bid Package 4 (Air Handling Unit Replacement) to Mechanical Concepts of Illinois, Inc. in an amount not to exceed \$324,000 and assign the contract to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received responses/submissions from eight contractors. Mechanical Concepts of Illinois, Inc. was the lowest bidder.

**Approve Project Authorization to Pepper Construction**

The board will vote to approve the project authorization for the Phase I bid one projects to Pepper Construction.

**Committee Reports**

Members of the Deferred Compensation/Investment Committee, Finance Committee and Policy Committee will provide the board with a report from their most recent meetings. The board will vote to release the draft meeting minutes for all three committees as part of the consent agenda.

**Adopt the Aggregate Levy for 2019**

The board will vote to adopt a resolution authorizing the final aggregate tax levy for 2019 in the amount of \$85,323,381. This does not include debt service levies on existing district bonds, which total \$11,435,813. Per policy 4:10 (Fiscal and Business Management), the administration provided the estimated tax levy during the committee of the whole meeting on Nov. 14.

**Accept Donation from the Home Depot Foundation**

The board will vote to accept a donation of \$2,000 in store credit from the Home Depot Foundation that will be used to help create emergency preparedness kits for classrooms.

**Approve Quest Contract Extension**

The board will vote to approve a one-year contract extension with Quest Food Management Services through fiscal year 2021. The district has used Quest Food Management Services since 2014.

**Approve Wipfli LLP Contract Extension**

The board will vote to approve a one-year contract extension with Wipfli LLP in the amount of \$30,300. Wipfli (formally Klein Hall CPAs) is the district's auditor. There will be a formal engagement letter when the audit is scheduled.

**Approve MBS Direct Contract Extension**

The board will vote to approve a one-year contract extension with MBS Direct LLC.

**Financial and Treasury Reports**

Per its regular cadence of reporting, the administration will provide the board with the financial and treasury reports for November 2019.



Connect with the District 86 Board of Education: watch the [LiveStream broadcast](#), visit the [video archives](#), or [attend the meeting in person](#). Find out more about the Hinsdale Township District 86 Board of Education at the [District website](#) and click on School Board.

Individuals with disabilities who require special assistance or services for participation in Board of Education Meetings should contact the District Office at 630.655.6100. Board of Education [Policy 8.70 Accommodating Individuals with Disabilities](#)



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



## HINSDALE TOWNSHIP High School District 86

[D86 Website](#) | [BoardDocs](#) | [LiveStream](#) | [Video Archive](#)

# Board Briefs

Hinsdale 86  
eNewsletter



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## December 12, 2019 Regular Action Meeting

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### Good News

During their reports to the board, Principal Pokorny Lyp from Hinsdale South and Principal Walsh from Hinsdale Central recognized the students from their schools who were named Illinois State Scholars by the Illinois Student Assistance Commission. The students were selected for this honor based on their ACT and SAT exams and sixth semester class rank. You can access the list of scholars for Hinsdale Central by visiting <http://bit.ly/2rhPBYb> and the list of scholars for Hinsdale South by visiting <http://bit.ly/2OT1DjJ>.

They also highlighted some of the other recent accomplishments amassed by individual students, clubs and teams from their respective schools.

In her report, Principal Pokorny Lyp recognized:

- Junior Diana Temelkova, the photo editor for South's yearbook Vespa, whose entry earned her third place in the Sports Reaction Photo of the Year category during the finals of the National Scholastic Press Association's annual national competition.
- The speech team, which beat out 31 other teams to take first place in the D211 Varsity Turkey Tournament held in Hoffman Estates.
- Madeline Nelson and Jamie Klepacz, two Voice of Democracy students whose audio essays about what makes America great earned them top awards from a pair of local VFWs and qualified them to compete in the larger competition being hosted by District 19 in January.
- The 15 students who represented South at the West Suburban Conference Leadership Conference in November.
- The students from the school's production of "Fiddler on Roof" who have been nominated for the Illinois High School Musical Theatre Awards.
- The students who were honored as the second group of Breakfast Club winners for the 2019-20 school year. Every quarter, teachers nominate students for this award based on "the intangible gifts they bring to the building and classrooms" at South.
- The eight members of the freshman and sophomore non-calculator team who took first place in their event during the recent West Suburban Math League #3 meet, and the math team as a whole, which took second place in the event.

In his report, Principal Walsh recognized:

- The 12 young men and women who were named Student of the Quarter by the school's various departments based on their leadership, kindness and skills as role models.
- Samara Jaquez, who is one of 45 students whose work has been selected by the Illinois Art Education Association for inclusion in an art show that will be traveling to locations throughout the state.
- Members of the swimming and diving team who performed well at the state tournament, including: Roslyn Tischke, who took 11th place in diving; Anna Gruvberger, Lauren Biegel, Lainey Quinones and Lindsey Theoharous, who took eighth place in the 200 Free Relay and 400 Free Relay; Kendall Pickering, who took fourth place in 100 Back Stroke; and Kendall Pickering, Carrie Kramer, Anna Gruvberger and Lainey Quinones, who took fourth place in the Medley Relay.

You can access Principal Pokorny Lyp's report by visiting <http://bit.ly/359eh3R> and Principal Walsh's report by visiting <http://bit.ly/348yLsb>.

### **Strategic Plan Goal 3 - Work Environment**

Dominick Maniscalco, who is the chief human resources officer for the district and the champion for Goal 3 of the strategic plan, provided the board with a brief update on the status of his team's efforts to date. This update included information about the Key Performance Indicators (KPIs) the team will use to measure and assess progress on its goal, which is to ensure that systems promote staff engagement, collaboration, innovation, satisfaction and accountability. These KPIs include:

- Recruit, hire and retain highly-qualified applicants
  1. Percent of staff returning to the district annually
  2. Number of applicants identified by demographics for recruitment efforts each semester
  3. Percent of staff holding multiple content areas of state certifications each semester
  4. Number of staff holding National Board Certification each semester
- Staff satisfaction
  1. Percentage of staff participating in the 5Essentials survey on an annual basis
  2. Composite Essentials survey results on an annual basis for satisfaction with Effective Leaders
  3. Composite 5Essentials survey results on an annual basis for satisfaction with Collaborative Teachers
- Opportunities for staff voice
  1. Staff ratings on the Yale Climate Walkthrough Tool each semester
  2. Teacher professional development evaluations
  3. Team effectiveness survey results
  4. Exit interviews

Maniscalco also shared information about what the team has already done and/or will be doing to advance its strategies, including:

- Strategy 7 (Staff Engagement)
  1. What has been done - survey results from staff events (open enrollment and Wellness Fair/flu shots); recruited team members for the Culture and Equity Leadership Team (CELT)
  2. Next steps - first CELT team meeting in February; plan next steps; continue to collect staff satisfaction data
- Strategy 8 (Staff Voice, Growth and Progress Monitoring)
  1. What has been done - surveys; work with user groups (Superintendent's Roundtable, non-union staff and labor/management meetings); longevity bonuses for non-union staff who complete professional development
  2. Next steps - continue meeting with user groups; planning next steps; track/report staff satisfaction and employee evaluation data

You can access the update the board received regarding Goal 3 by visiting <http://bit.ly/2rxRb8t>.

### **Strategic Plan Goal 4 - Family and Community Connections**

Chris Jасulca, who is the district's director of communications and the champion for Goal 4 of the strategic plan, provided the board with a brief update on the status of his team's efforts to date. This update included information about the Key Performance Indicators (KPIs) the team will use to measure and assess progress on its goal, which is to ensure that families and the community are engaged as valued partners in the education process. These KPIs include:

- Constant Contact – Average open rate and average number of clicks for First Look, Board Briefs and Updates from 86
- Facebook – Lifetime post reach (number of people who had a post enter their screen), lifetime post impressions (number of times a post entered a person's screen) and lifetime engaged users (number of unique people who engaged in certain ways with a post – e.g., commenting on, liking, sharing or clicking)
- Twitter – Visits (number of times users visited your profile page), impressions (number of times users saw a tweet on Twitter) and engagements (total number of times a user interacts with a tweet)

Jасulca also shared information about what the team has already done and/or will be doing this year to advance their goal and strategies. This work has included:

- Introducing new or changing/updating existing communication tools or resources; creating new norms for communication regarding frequency and content
- Beginning to shift the amount of time spent on positive/proactive communication versus reactive communication
- Researching communication strategies and resources that are being effectively used by other school districts; exploring how they might improve/enhance how we communicate in District 86
- Assessing/analyzing the baseline data we collect to determine if modifications need to be made to the way we communicate with key internal and external stakeholders (e.g., day and time update emails are sent, amount of content included in our messages, greater use of images or visuals in social media posts, etc.)
- Beginning to develop short- and long-term action plans for strategies 10 and 11; identifying ways to get building staff involved in the work on both strategies

You can access the update the board received regarding Goal 4 by visiting <http://bit.ly/36lStC5>.

### **Strategic Plan Goal 1 - Student Growth and Achievement**

Principals Walsh and Pokorny Lyp, who are the building champions for Goal 1 of the district's strategic plan, provided the board with a brief update regarding the work being done in conjunction with the curriculum alignment process. Below is the information they shared during this update.

- During the Flexible Learning Day on Jan. 29, the teachers will study the research of [Alex Bowers](#) and [Ken O'Connor](#) in conjunction with the work they are doing on grading and assessment practices. The ultimate goal of this work is to create a standard grading and reporting philosophy for the district.
- In November, both principals were part of a team from the district that visited Huntley High School to see its blended learning program in action. Dave Lapetino, who is the district's instructional innovation coordinator, will provide the board with an update about blended learning in D86 at a future meeting.
- The assistant principals for curriculum and instruction and the department chairs for math will be meeting during the week of Dec. 15 to begin discussing the process of aligning the district's math courses and to determine the makeup of the team that will lead the work starting after winter break.
- The teachers who are on the curriculum writing team for physics have completed drafts of half their learning units for next year. It is with this work in mind that we want to share with

the community that Physics in the Universe is the name we are using internally to describe the course. Most of the content that will be taught to our students is the same as a traditional physics course. In addition, physics is the course name that will appear on student transcripts.

- The science team is scheduled to meet again on Jan. 14 and 15. During these two days, the members of the team will work with the chairs from the math department to ensure there is alignment between physics and Algebra 1. They will also review and discuss the feedback the district received from students and community members regarding science electives that fall outside of the PCB sequence. The board will receive an update on Jan. 23 about the topics the team discussed and the work it completed during its meeting.

### **Facilities and Special Committee Report**

Members of the Facilities Committee provided the board with a report from its joint meeting with the special committee regarding community engagement with construction, which was held at Hinsdale South on Dec. 6, 2019. The topics discussed during the meeting included: the results from the first bid period; construction contingency; updates on energy incentives, solar panels, fire alarm voice notification and zoning; and lighted crosswalks.

The board also voted to release the draft minutes from the joint meeting as part of the consent agenda.

### **Bid Packages**

The board voted to award the following bid packages.

- Bid Package 1 (Track Surfaces) was awarded to Track Surfaces Company in an amount not to exceed \$302,000, and the contract was assigned to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received a response/submission from one contractor.
- Bid Package 2 (Tennis Courts) and alternate two (saw cut joints at tennis courts) was awarded to U.S. Tennis Court Construction Company in an amount not to exceed \$168,800, and the contract was assigned to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received a response/submission from one contractor.
- Bid Package 3 (Roofing) was awarded to F&G Roofing Company LLC in an amount not to exceed \$3,448,000, and the contract was assigned to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received responses/submissions from eight contractors. F&G Roofing Company LLC was the lowest bidder.
- Bid Package 4 (Air Handling Unit Replacement) was awarded to Mechanical Concepts of Illinois, Inc. in an amount not to exceed \$324,000, and the contract was assigned to Pepper Construction. The district placed a legal ad in the Pioneer Doings on Oct. 31, 2019, and received responses/submissions from eight contractors. Mechanical Concepts of Illinois, Inc. was the lowest bidder.

After voting to award the bid packages, the board [approved the project authorization for Pepper Construction for the Phase I bid one projects](#). You can access the bid analysis for these four items by visiting <http://bit.ly/36uAEkB>, and information about the bid recommendations by visiting <http://bit.ly/2sh6RNv>.

### **Committee Reports**

Members of the Deferred Compensation/Investment Committee, Finance Committee and Policy Committee provided the board with a report from their most recent meetings. The board also voted to release the draft meeting minutes for all three committees as part of the consent agenda.

### **Consent Agenda**

The board voted to approve the consent agenda as amended. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/2RJ32q> to access the consent agenda items beginning under number eight.

One of the items approved as part of the consent agenda was [policy 2:230 \(Public Participation at School Board Meetings and Petitions to the Board\)](#). The second reading and approval of this policy was tabled during the board meeting on Nov. 14 so that the Policy Committee could revisit the language regarding the amount of time that is available for public participation at board meetings. The committee ultimately recommended that the policy focus on the minimum amount of time available for public participation versus the maximum.

### **Adopt the Aggregate Levy for 2019**

The board voted to adopt a resolution authorizing the final aggregate tax levy for 2019 in the amount of \$85,323,381. This does not include debt service levies on existing district bonds, which total \$11,435,813. Per [policy 4:10 \(Fiscal and Business Management\)](#), the administration provided the estimated tax levy during the committee of the whole meeting on Nov. 14. You can access additional information about the levy by visiting <http://bit.ly/2t41G3G>.

### **Accept Donation from the Home Depot Foundation**

The board voted to accept a donation of \$2,000 in store credit from the Home Depot Foundation that will be used to help create emergency preparedness kits for classrooms.

### **Approve Quest Contract Extension**

The board voted to approve a one-year contract extension with Quest Food Management Services through fiscal year 2021. The district has used Quest Food Management Services since 2014. You can access additional information about the contract extension by visiting <http://bit.ly/2t9crBY>.

### **Approve Wipfli LLP Contract Extension**

The board voted to approve a one-year contract extension with Wipfli LLP in the amount of \$30,300. Wipfli (formally Klein Hall CPAs) is the district's auditor. A formal engagement letter will be completed when the audit is scheduled.

### **Approve MBS Direct Contract Extension**

The board voted to approve a one-year contract extension with MBS Direct LLC, which is the company that provides our textbooks and course materials. As part of our curriculum alignment work, we will continue to discuss and evaluate the need for this service and/or additional products and services. You can access additional information about this extension by visiting <http://bit.ly/36pj1CG>.

### **Board President's Report**

Board President Nancy Pollak recommended that an administrative committee be formed to discuss/determine the district's policy and procedures regarding naming rights. This recommendation is based on a request from the committee that is currently raising money for the pool project at Hinsdale Central. Once the project is completed, the committee has asked that the pool be named the Don Watson Aquatic Center after the school's longtime and legendary swim coach.

Board President Pollak also invited member Cynthia Hanson to talk about the Parent-Teacher Advisory Committee (PTAC) meeting held at Hinsdale South on Dec. 11. During this meeting, members of PTAC joined other leaders from the student, staff and parent/guardian communities to discuss the potential changes to the next few iterations of our school calendar that will enable us to accommodate the Future Ready Facilities work that is scheduled to take place at Hinsdale Central and Hinsdale South. The primary change we are considering is lengthening our summer breaks in 2021 and 2022 from 10 weeks to 14 weeks. By doing this, we can:

- Complete some of the projects that are more expansive and directly impact services to students (e.g., renovations to the cafeteria) in time for the start of school
- Offset delays we may encounter due to issues such as inclement weather
- Provide our students and staff with access to a safe environment that is best suited for learning – e.g., less noise, dust and dirt from construction; fewer restrictions on the spaces that are available for use; etc.

If we decide to extend our summer break by four weeks, we will need to make up that time during the school year. This may mean shortening our winter and spring breaks. It may also mean being in session on holidays we traditionally have off (e.g., Columbus Day, Presidents Day, etc.). We will share additional information and updates regarding the calendars following winter break.

### **Superintendent's Report**

Superintendent Tammy Prentiss thanked everyone who took part in the PTAC meeting referenced above. She mentioned that the administration will continue to engage in a dialogue about the potential calendar options with representatives from the district's employee groups.

Superintendent Prentiss talked about her recent Wednesday Walkthrough at Hinsdale South with Principal Pokorny Lyp, student leaders from the schools, and the mayors from Darien, Burr Ridge and Willowbrook. During the visit, the group saw a social-emotional learning lesson, stopped by an AP U.S. History class and sat in on a music therapy session for students with special needs.

Superintendent Prentiss also talked about her most recent Superintendent's Roundtable meeting, during which the group continued its conversation about the second principle featured in the book "[The Happiness Advantage](#)" by [Shawn Achor](#). This principle, which is titled "The Fulcrum and the Lever," focuses on how you can change your performance and your view of work (job, career or calling) by changing your mindset.

### **Financial and Treasury Reports**

Per its regular cadence of reporting, the administration will provide the board with the financial and treasury reports for November 2019. You can access the financial report by visiting <http://bit.ly/2RJrmgu> and the treasury report by visiting <http://bit.ly/38wJdgj>.

### **Operational Calendar and Future Agenda Items**

The board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 9:18 p.m. The video of the meeting can be viewed by visiting <https://vimeo.com/379278325>.

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## **Future Board Meetings**

### **Thursday, January 9, 2020 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale Central High School Cafeteria

### **Thursday, January 23, 2020 at 6 p.m.**

Regular Action Meeting  
Hinsdale Central High School Cafeteria

### **Thursday, February 13, 2019 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale South High School Cafeteria





# Updates from 86

Weekly news and information from District 86

This will be the final "Updates from 86" email for 2019. The next one will go out on Monday, Jan. 13, which is the first full week students and staff will be back following winter break (Jan. 6 is an institute day for staff). We wish our students the best of luck on their final exams, and hope everyone has a safe, restful and relaxing break.



## Hinsdale Central Model UN

The Hinsdale Central Model UN (HCMUN) team took second place at the recent [Chicago International Model United Nations \(CIMUN\) conference](#), which drew more than 1,100 students from around the world. The 28 delegates from Central were placed on historical (1991) or present-day committees that had varying focuses, and competed against their peers in a simulation of different UN legislative bodies and governing agencies.

In addition to its second place finish, the team earned more individual awards during the conference than it had in the entire history of the HCMUN. Those awards included:

- Best delegate on their committees - Ammar Hussain (Security Council 2019), Zamaan Qureshi (Security Council 1991), Chelsea Biala and Anchal Kumar (ITU 2019), Zayn Khan (Cabinet of China 2019) and Fareed Khan (IAEA 2019)
- Outstanding delegate on their committees - Zahrah Qureshi and Aidan EIDifrawi (DISEC 2019)
- Honorable mention on their committees - Rizwan Zaheer (Soviet Senate 1991) and Aadit Bhavsar (WHO 2019)
- Delegates' choice, which is given to the delegate selected by his/her peers as the best - Zayn Khan (Cabinet of China 2019), Ajay Jejurikar (Press) and Marcos Lopez (Cabinet of Saudi Arabia 2019).
- Special awards were also given to Zayn Khan and Rizwan Zaheer for being the best delegates to speak to the Security Council, and to Marcos Lopez for being the best overall member in his cabinet.

We congratulate the HCMUN team on these impressive accomplishments.

## Toy Drive

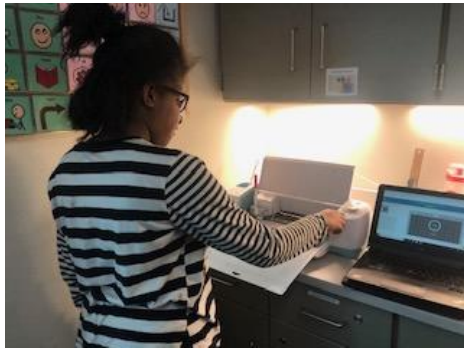
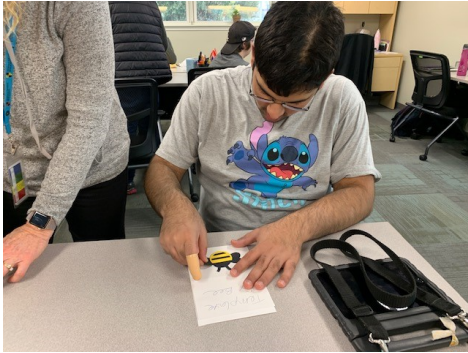
The Hinsdale South Class of 2021, 2022 and 2023 Hornet Leadership Board collected items for children and young adults in need in conjunction with the toy and book drive it organized with the help of WGN and the Chicago Park District.

Members of the board delivered the donations during the WGN



Morning News on Friday, Dec. 13. You can check out a video from their appearance by visiting <https://youtu.be/7yS5x6je1uA>.

Great job, Hornets.



### Transition Center

During the past few months, the young adults who are involved in the Transition Center's small card business have been preparing for the holiday season by assembling and packaging holiday cards and card kits. The holiday cards include three seasonal designs that are new each year. The card kits, which are new this year, include a pack of high demand cards (thanks, thinking of you, sympathy, good luck, love and happy birthday).

Through their participation in the business, the young adults have the opportunity to work on valuable vocational skills, such as quality control, changing task demands, error reduction, fine motor gluing, taping, tying string, stamping, counting and packaging, and reading forms to fill orders.

You can learn more about the Transition Center and the card business by visiting <https://d86.hinsdale86.org/domain/227>.

### Hinsdale Central Athletics and Activities Updates

The latest updates from the Hinsdale Central athletics and activities departments featured news about several of the school's teams, clubs and organizations. Below are some highlights.

- The athletics department held a breakfast to recognize the members of the varsity girls tennis, cross country, and swimming and diving teams who earned all-state recognitions.
- The varsity and JV girls gymnastics teams beat Lyons Township.
- The varsity and JV boys wrestling teams beat Downers Grove North.
- The varsity boys swimming and diving team took second place in its meet with St. Charles and Waubonsie Valley.
- Members of the speech team took first place in the Annual Hersey JV tournament, second place in the Elk Grove Invitational and sixth place in the Neuqua Valley "Spice It Up!" Tournament
- The Scholastic Bowl team took second place at the Harvard Fall tournament.
- The Christian Student Association rang the bells and sang carols to help raise money for the Salvation Army.



You can access the update from athletics by visiting <http://bit.ly/2shR6Wt> and the update from activities by visiting <http://bit.ly/2BGakSm>.

### Bridge Program

The Bridge Program announced that Ethan Menendez was accepted into the University



of Illinois Urbana-Champaign. He is planning to enroll in the university in January 2020 and study political science.

Ethan has been an honors student during his time at the College of DuPage, and has been an active member of the college's Model UN team.

Congratulations, Ethan.

## Investment Club

Johan Nystedt, who is the vice president, treasurer and chief risk officer for Conagra Brands, recently spoke to the members of the Investment Club from Hinsdale Central about how large cap corporations use a variety of investment strategies to complete mergers and acquisitions.

We thank Mr. Nystedt and all the members of our community who share their wisdom, knowledge and expertise with our students.



## Hinsdale South Humanities Class

Students in Jim Kelly's Humanities class at Hinsdale South engaged in some hands-on learning last week when they were given the opportunity to practice "ikebana," which is the Japanese art of flower arranging.

You can view a few additional photos from the lesson by visiting <http://bit.ly/2LTgf0w>.

## Strategic Plan

Below is information from the updates about Goals 1, 3 and 4 that were shared during the board meeting on Dec. 12.

### Strategic Plan Goal 1 - Student Growth and Achievement

Principals Bill Walsh and Arwen Pokorny Lyp, who are the building champions for Goal 1 of the district's strategic plan, provided the board with a brief update regarding the work being done in conjunction with the curriculum alignment process. Below is the information they shared during this update.

- During the Flexible Learning Day on Jan. 29, the teachers will study the research of [Alex Bowers](#) and [Ken O'Connor](#) in conjunction with the work they are doing on grading and assessment practices. The ultimate goal of this work is to create a standard grading and reporting philosophy for the district.
- In November, both principals were part of a team from the district that visited Huntley High School to see its blended learning program in action. Dave Lapetino, who is the district's instructional innovation coordinator, will provide the board with an update about blended learning in D86 at a future meeting.



- The assistant principals for curriculum and instruction and the department chairs for math will be meeting during the week of Dec. 15 to begin discussing the process of aligning the district's math courses and to determine the makeup of the team that will lead the work starting after winter break.
- The teachers who are on the curriculum writing team for physics have completed drafts of half their learning units for next year. It is with this work in mind that we want to share with the community that Physics in the Universe is the name we are using internally to describe the course. Most of the content that will be taught to our students is the same as a traditional physics course. In addition, physics is the course name that will appear on student transcripts.
- The science team is scheduled to meet again on Jan. 14 and 15. During these two days, the members of the team will work with the chairs from the math department to ensure there is alignment between physics and Algebra 1. They will also review and discuss the feedback the district received from students and community members regarding science electives that fall outside of the PCB sequence. The board will receive an update on Jan. 23 about the topics the team discussed and the work it completed during its meeting.

### **Strategic Plan Goal 3 - Work Environment**

Dominick Maniscalco, who is the chief human resources officer for the district and the champion for Goal 3 of the strategic plan, provided the board with a brief update on the status of his team's efforts to date. This update included information about the Key Performance Indicators (KPIs) the team will use to measure and assess progress on its goal, which is to ensure that systems promote staff engagement, collaboration, innovation, satisfaction and accountability. These KPIs include:

- Recruit, hire and retain highly-qualified applicants
  1. Percent of staff returning to the district annually
  2. Number of applicants identified by demographics for recruitment efforts each semester
  3. Percent of staff holding multiple content areas of state certifications each semester
  4. Number of staff holding National Board Certification each semester
- Staff satisfaction
  1. Percentage of staff participating in the 5Essentials survey on an annual basis
  2. Composite Essentials survey results on an annual basis for satisfaction with Effective Leaders
  3. Composite 5Essentials survey results on an annual basis for satisfaction with Collaborative Teachers
- Opportunities for staff voice
  1. Staff ratings on the Yale Climate Walkthrough Tool each semester
  2. Teacher professional development evaluations
  3. Team effectiveness survey results
  4. Exit interviews

Maniscalco also shared information about what the team has already done and/or will be doing to advance its strategies, including:

- Strategy 7 (Staff Engagement)
  1. What has been done - survey results from staff events (open enrollment and Wellness Fair/flu shots); recruited team members for the Culture and Equity Leadership Team (CELT)
  2. Next steps - first CELT team meeting in February; plan next steps; continue to collect staff satisfaction data
- Strategy 8 (Staff Voice, Growth and Progress Monitoring)
  1. What has been done - surveys; work with user groups (Superintendent's Roundtable, non-union staff and labor/management meetings); longevity bonuses for non-union staff who complete professional development
  2. Next steps - continue meeting with user groups; planning next steps; track/report staff satisfaction and employee evaluation data

You can access the update the board received regarding Goal 3 by visiting <http://bit.ly/2rxRb8t>.

### Strategic Plan Goal 4 - Family and Community Connections

Chris Jasculca, who is the district's director of communications and the champion for Goal 4 of the strategic plan, provided the board with a brief update on the status of his team's efforts to date. This update included information about the Key Performance Indicators (KPIs) the team will use to measure and assess progress on its goal, which is to ensure that families and the community are engaged as valued partners in the education process. These KPIs include:

- Constant Contact – Average open rate and average number of clicks for First Look, Board Briefs and Updates from 86
- Facebook – Lifetime post reach (number of people who had a post enter their screen), lifetime post impressions (number of times a post entered a person's screen) and lifetime engaged users (number of unique people who engaged in certain ways with a post – e.g., commenting on, liking, sharing or clicking)
- Twitter – Visits (number of times users visited your profile page), impressions (number of times users saw a tweet on Twitter) and engagements (total number of times a user interacts with a tweet)

Jasculca also shared information about what the team has already done and/or will be doing this year to advance their goal and strategies. This work has included:

- Introducing new or changing/updating existing communication tools or resources; creating new norms for communication regarding frequency and content
- Beginning to shift the amount of time spent on positive/proactive communication versus reactive communication
- Researching communication strategies and resources that are being effectively used by other school districts; exploring how they might improve/enhance how we communicate in District 86
- Assessing/analyzing the baseline data we collect to determine if modifications need to be made to the way we communicate with key internal and external stakeholders (e.g., day and time update emails are sent, amount of content included in our messages, greater use of images or visuals in social media posts, etc.)
- Beginning to develop short- and long-term action plans for strategies 10 and 11; identifying ways to get building staff involved in the work on both strategies

You can access the update the board received regarding Goal 4 by visiting <http://bit.ly/36lStC5>.

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### Board Briefs

If you missed the latest edition of Board Briefs for the District 86 Board of Education meeting that was held on Dec. 12, please visit <https://conta.cc/36y0bcq>. You can also access previous editions of the electronic update by visiting <https://d86.hinsdale86.org/domain/244>.







## HINSDALE TOWNSHIP High School District 86

[D86 Website](#) | [BoardDocs](#) | [LiveStream](#) | [Video Archive](#)

# Board Briefs

Hinsdale 86  
eNewsletter



## January 9, 2020 Committee of the Whole Meeting

### Good News

Principal Walsh introduced student liaison Jackson Hughes from Hinsdale Central, who provided the board with information and updates from his report that included details about some of the school's recent and upcoming events and activities (e.g., the Madrigal Concert, Red Devil Invite chess tournament, the Mr. Hinsdale fundraiser, Pack the Place Week, Bingo Day and the marching band's participation in the New Year's Day parade held in Rome, Italy). It showcased accomplishments by some of Central's athletic teams, including the strong start that girls basketball, girls gymnastics, wrestling, and boys swimming and diving have had to their seasons. It also included student feedback about the possible changes being made to the school calendar to accommodate construction. You can access Hughes' report by visiting <http://bit.ly/2T5jypL>.

Since Nautica Kindred, Hinsdale South's student liaison, had a conflict that prevented her from attending the meeting, Principal Pokorny Lyp shared the information from her report, which included details about several of the events and activities that were held at the school prior to winter break (e.g., Parent Visitation Day, Fall Athletic Awards Night, Cupcake Gratitude Day, 8th Grade Night and the second Breakfast Club Ceremony). It also featured information about recent accomplishments earned by some of South's student-athletes and academic and athletic teams, including Caraline Custardo being the first diver from the school to qualify for state in more than 30 years, the boys basketball team taking first place in the Ridgewood Thanksgiving Tournament, and the speech team taking first place at the Plainfield North Fall Classic and the D211 Turkey Tournament. You can access Kindred's report by visiting <http://bit.ly/2N8MMjY>.

### Committee Reports

Members of the [Parent-Teacher Advisory Committee \(PTAC\)](#) and the [Closed Session Minutes Review Committee \(CSMRC\)](#) provided the board with a report from their most recent meetings.

PTAC met on Dec. 11, 2019 to review and discuss potential changes to the calendars for the 2020-21, 2021-22 and 2022-23 school years that will help accommodate the work being done at Central and South in conjunction with our Future Ready Facilities plans.

More than 50 students, staff and parents/guardians representing PTAC, the Principal-Student Advisory committees for Central and South, the Hinsdale Central Boosters, the Hinsdale South Boosters and the Hinsdale Central PTO took part in the meeting. They received a presentation about the calendar options, and then discussed them in table groups.

The table groups unanimously supported calendar option C, which would lengthen the school day by 10 minutes and eliminate four school days in order to extend the summer break in 2021 and 2022 from 10 weeks to 14 weeks and help ensure that we complete the work at Central and South on time and on budget. The recommendation for the calendar is scheduled to be presented to the Facilities Committee for review on Jan. 17 and the board for review and approval on Jan. 23.

The CSMRC met on Dec. 18, 2019 to review minutes from the closed sessions the board held from Feb. 19, 2019 to Oct. 23, 2019, as well as the minutes that were kept confidential by the previous CSMRCs in compliance with the law. This review was conducted in accordance with administrative procedure 2:220, which includes guidelines for the semi-annual review of closed minutes.

Committee members also discussed updating the administrative procedure to address the review and destruction of closed session verbatim recordings, and set a cycle/schedule for the review of prior minutes. The members proposed that once the closed session meeting minutes were presented to the committee for review three times (over 18 months), they no longer required ongoing review by the committee. The CSMRC decided to ask the Policy Committee to consider revisions to the policy and administrative procedure that deal with the review of closed minutes.

The CSMRC recommended to the board that it maintain the confidentiality of the closed session minutes that were reviewed by the current and previous iterations of the committee. It also provided the board with a resolution for the treatment of the closed session minutes that were reviewed by the CSMRC on Dec. 18. The board will consider adopting this resolution during its regular action meeting on Jan. 23.

The board voted to release the draft meeting minutes for both committees as part of the consent agenda.

### **Approve School Maintenance Project Grant Application**

The board voted to approve the district's application for the fiscal year 2020 School Maintenance Project Grant, which is a dollar-for-dollar state matching grant program that provides awards up to \$50,000. If the district receives the grant, the money will be used to address items identified in the 2017 life safety report.

You can access additional information about the grant and the district's application by visiting <http://bit.ly/2N7vyTR>.

### **Consent Agenda**

The board voted to approve the consent agenda as presented. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/2sTkK5c> to access the consent agenda items beginning under number seven.

### **Approve the Non-Renewal of Administrator Contract and Dismissal of Probationary Teacher**

The board voted to approve a resolution authorizing the non-renewal of Dr. Carol Baker's administrator contract. The resolution also states that the district will not re-employ Dr. Baker as a teacher for the 2020-21 school year. You can access the resolution by visiting <http://bit.ly/39SM2Jj>.

### **Superintendent's Report**

Superintendent Tammy Prentiss talked about her recent Wednesday Walkthroughs at Hinsdale South and Hinsdale Central. At South, Superintendent Prentiss and Mike Holland, who is the school's director of counseling, stopped by the cafeteria and had the chance to talk to students about their winter break and returning to class. They also visited a freshman Honors Physics class and several elective classes. At Central, Superintendent Prentiss and Principal Walsh visited AP English and AP Psychology classes.

Superintendent Prentiss also talked about hosting the monthly meeting that she attends with the superintendents from the district's feeder schools. During this meeting, the superintendents had a conversation about the proposed changes to the district's calendar that will enable us to accommodate construction at Central and South over the next three years. In addition, they discussed that District 86's summer school programming will be held at Burr Ridge Middle School

this year and at Maercker Intermediate School next year. She thanked the feeder school superintendents for their assistance and continued partnership.

### **Board President's Report**

Board President Nancy Pollak moved the first portion of her report to the start of the meeting so that the board could recognize James Lewandowski, who is retiring after serving for nearly 40 years in the buildings and grounds department at Hinsdale Central.

Board President Pollak shared the following information about the resolution regarding Dr. Baker, and the impact of this situation on the curriculum alignment work being carried out in conjunction with Goal 1 of the district's strategic plan.

- As the resolution states, Dr. Baker was non-renewed for reasons other than a reduction in force. Since this is a personnel matter, the district is not at liberty to provide any additional information about it beyond what is included in the resolution
- The district's decision regarding Dr. Baker will not alter or impact the curriculum alignment efforts that have and will continue to be led by our teachers, department chairs, principals, and assistant principals for curriculum and instruction. This includes the development and implementation of our new science sequence. Several of our teachers and our science department chairs are scheduled to provide an update regarding their work on the sequence during the board meeting on Jan. 23. We invite and encourage people to either attend or livestream the meeting to learn more about the sequence and the next steps involving its rollout in the fall.

Board President Pollak also clarified some of the information that has been shared by community members regarding the conversation about curriculum equity that took place during the board meeting on Jan. 7, 2019. This conversation included a discussion about a document featured in the board packet for that meeting that was titled Curriculum Equity-Department Chairs. Below are details about this conversation.

- The primary purpose of the conversation was to determine how the district would staff/lead the curriculum work from a personnel standpoint. This is further highlighted/confirmed by the board packet and minutes for the regular action meeting on Jan. 22, 2019, which included an action item titled Curriculum Leadership Structure that specifically references/ties back to the conversation on Jan. 7, 2019.
- The information in the document that was provided by the department chairs for all subjects, including science, was produced in approximately 10 days. Furthermore, the chairs were specifically told by Superintendent Law that they could not get help on the creation of the document. This means that the information that was shared did not include feedback from teachers, assistant principals, principals, students, parents/guardians or community members. This was done to aid the conversation about the leadership structure for the curriculum work.
- While board members Pollak and Planson did ask for additional information about the potential cost of implementing the science strands mentioned in the document, there was no request or directive to do so given by the full or a majority of the board. In addition, toward the end of the conversation on Jan. 7, 2019, Superintendent Law reiterated that the purpose of the discussion was to determine staffing for the curriculum work.
- Some people have stated that the science strand information that was included in the document shared during the board meeting on Jan. 7, 2019 was “abandoned” or “shelved.” That is not the case. A model very similar to the one included in the document was among the options that a committee was tasked with exploring and discussing. This committee included science teachers from Central and South, both science department chairs, both building principals and both assistant principals for curriculum and instruction.
- Similarities between the models
  1. Both were based on the model used by New Trier
  2. Both were non-locked in tracks
  3. The electives were 85% the same
  4. Both featured three strands based on these core sciences: 1. Physics—Chemistry—Biology; 2. Biology—Chemistry—Physics; 3. Earth Science—Biology—Different



- Differences between the model
  1. There were some differences in electives, primarily related to AP Physics
  2. There were some differences in the levels of the courses offered; for example, the model shared on Jan. 7, 2019 included Biology Honors in the third year of the PCB strand and chemistry/physics in the third year of the earth science strand
  3. The third year of the earth science strand that the committee explored featured the courses Chemistry or Chemistry Honors, while the third year of the earth science strand included in the document on Jan. 7, 2019 featured chemistry and physics-based courses
- While the option shared on Jan. 7, 2019 was based on 10 days of work completed strictly by the department chairs as directed by Superintendent Law, the committee spent hundreds of hours studying and assessing several possible options/models, which included getting feedback from science teachers, students and parents/guardians from Central and South. At the conclusion of its extensive exploration of the options, the committee reached consensus on the ESS-integrated PCB sequence (ESS stands for Earth and Space Science; PCB stands for Physics, Chemistry and Biology) that will be implemented starting next year.

### **Summer School Proposed Program and Budget**

The board received a presentation regarding the proposed program and budget for summer school. Below are some of the key points/highlights from the information that was shared with the board.

- Due to the construction taking place at Central and South in conjunction with the district's Future Ready Facilities plans, most of the summer school programming for 2020 will be moved to Burr Ridge Middle School. The only courses/offerings we will be able to accommodate at the high schools this summer are driver education, technology camp and math camp.
- The program of studies for summer school, which you can access by visiting <http://bit.ly/2QAAGM6>, features a variety of core courses and enrichment opportunities, including a new AP History Writing Workshop.
- Registration for summer school will begin on March 1 and close by the middle of April.
- There will be no student parking at Burr Ridge Middle School or Hinsdale Central. As a result, students will be encouraged to be dropped off or take the bus. We are also proposing the use of a shuttle bus from Hinsdale South to Burr Ridge since student parking will be available at the high school this summer during construction.
- In an effort to help make summer school programming more cost neutral, we are increasing the tuition by \$50. As a result, the cost of a credit-bearing course that lasts one semester will be \$300 and that lasts both semesters will be \$600.

You can access the presentation, the program of studies and the budget for summer school by visiting <http://bit.ly/36EKAZ5>.

### **Open Enrollment Tallies**

The administration presented the board with the open enrollment tallies for 2020. Overall, the district saw a 5% increase in staff shifting to the HMO medical plan, while the traditional PPO plan decreased by 8%. Below is a breakdown of the various plan options and the percentage of staff who enrolled in them for 2020.

- HMO - 36% of staff enrolled
- HDHP/H.S.A - 23% of staff enrolled
- PPO - 22% of staff enrolled
- No district plan - 19% of staff waived coverage

You can access additional information about the enrollment tallies for 2020 by visiting <http://bit.ly/2NcUDwZ>.

### **Operational Calendar and Future Agenda Items**

The board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 8:33 p.m. The video of the meeting can be viewed by visiting <https://d86.hinsdale86.org/Page/556>.

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## Future Board Meetings

### **Thursday, January 23, 2020 at 6 p.m.**

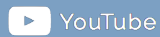
Regular Action Meeting  
Hinsdale Central High School Cafeteria

### **Thursday, February 13, 2020 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale South High School Cafeteria

### **Wednesday, February 26, 2020 at 6 p.m.**

Regular Action Meeting  
Hinsdale South High School Cafeteria



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



# D86 *Defining Excellence* FORWARD



Winter 2020



## Dear District 86 Community,

I have had the distinct honor and privilege of working in District 86 for more than five years. During that time, I have had the chance to experience firsthand what makes this place so special. We have two exceptional high schools that are among the best in the state. We have an innovative transition program that provides vital services and supports that help prepare young adults with disabilities for success. We have amazing students who are passionate about learning. We have a dedicated and talented team of employees who work to help the young men and women we serve thrive both in and out of the classroom. We also have you...an incredibly supportive community that values education and has played an integral role in fostering our district's rich history of excellence.

We have made progress on several critical initiatives and amassed a number of impressive accomplishments during the past few months that we have highlighted in this newsletter. For example, we started the important task of implementing our strategic plan, 86Forward, which we created with the help of a diverse group of stakeholders and will use to guide our work over the next five years. One of the key tasks we are undertaking in conjunction with this plan is a curriculum alignment process, which will enable us to create a singular program of studies that will establish greater cohesion and standardization across the district.

We began the process of implementing our three-year Future Ready Facilities plans, which will enable us to complete much-needed improvements to our high schools that will greatly benefit our students, staff, families and community. We are incredibly grateful to the voters who helped make these improvements possible by approving our referendum on April 2, 2019. We also appreciate the generous support we have received from community members and alumni, including the committee that has helped raise \$1.6 million for the pool project at Hinsdale Central.

In addition, our students have earned a number of awards, honors and recognitions. Two of our students (one from Central and one from South) are currently serving on the Illinois State Board of Education's Student Advisory Council. Three hundred of our seniors were named Illinois State Scholars by the Illinois Student Assistance Commission. Student-run publications at both high schools received major awards from organizations such as the American Scholastic Press Association and the National Scholastic Press Association. And, several of our sports teams and individual student-athletes earned major accolades on and off the field.

While these are merely a fraction of the great things that are happening in our buildings, they reflect our strong and steadfast commitment to ensuring that our schools and district continue to meet the needs of our students and serve as a resource for our entire community. We thank you for your partnership in helping us not only fulfill this commitment, but also guide our learners down the path toward their ideal future.

Sincerely,

**Tammy Prentiss, Ed.S.**  
**Superintendent of Schools**

# Strategic Plan

On May 21, 2018, the District 86 Board of Education adopted 86 Forward, which is the district’s strategic plan that is designed to empower students to pursue their ideal future. More than 3,000 students, staff, parents/guardians and community members contributed to the creation of this plan by providing important and valuable feedback via engagement sessions and online surveys.

The main areas we will be focusing on during the next five years include:

- Student growth and achievement
- Learning environment
- Work environment
- Family and community connections
- Resources

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

During the months of October, November and December, the champions for each of the plan’s five major goals provided the board and community with updates regarding the status of their efforts. These updates included information about the Key Performance Indicators that are being used to measure and assess progress on the goals. All of the updates have been posted on the strategic plan section of the district’s website ([d86.hinsdale86.org](http://d86.hinsdale86.org)). That section also features a list of the staff members who are leading the work on the strategic plan.

One of the projects we have undertaken in support of the first goal of the strategic plan is the creation of a vertically-aligned sequence of science courses at Hinsdale Central and Hinsdale South that follows the ESS-integrated PCB sequence (ESS stands for Earth and Space Science; PCB stands for Physics, Chemistry and Biology). This sequence was the product of hundreds of hours of work by a team that included science teachers, the department chairs for our science program, our assistant principals for curriculum and instruction, our building principals and members of the district’s administrative team. It is scheduled to be rolled out across the district at the start of the 2020-21 school year. Additional information about the sequence can be found on the district website.

The district will continue to share information and updates about the strategic plan during board meetings, on our website, and via electronic and print publications such as this one.

## Curriculum Alignment



Curriculum alignment is one of the major initiatives that District 86 teachers are working on in conjunction with the implementation of our strategic plan. The specific area of focus for the 2019-20 school year is to develop a process and standards for ensuring that we are using fair and consistent grading and assessment practices across the district.

During the six Flexible Learning Days we have scheduled this year, our Learning Leadership Team is helping our teachers explore how we measure what a student has learned and is able to do. As part of this work, they are studying renowned researchers, authors and educators such as Thomas Guskey, Myron Dueck, Alex Bowers and Ken O’Connor in order to examine, inform and organize their thinking and practices around grading and assessments. They are also discussing topics such as the grading scale, use of zeros in a gradebook, test retakes, late work, homework and the inclusion of behavior in the academic grade. The ultimate goal is to create a standard grading and reporting philosophy for the district.

We plan to use the district’s various communication platforms to share additional updates about this important work.

# District 86 Transition Services

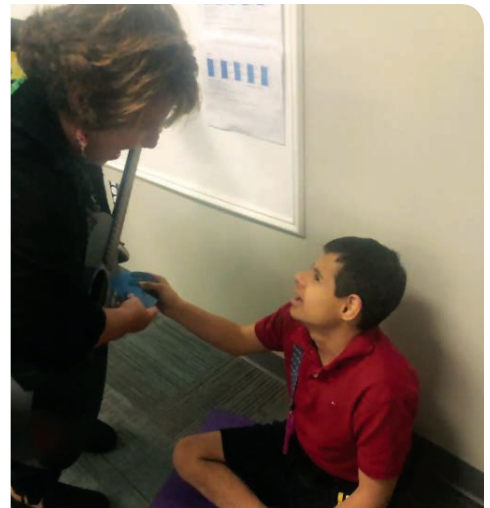
Transition services are provided to young adults with an identified disability who have met their diploma requirements and would like to continue to receive individualized supports that capitalize on their strengths, preferences and interests, and help meet their unique needs beyond their senior year of high school. Transition programming seeks to provide young adults through the age of 21 with continued access to special education interventions, services and supports that are designed to increase their success in post-secondary education/training, independent living and employment.

The District 86 Transition Program prides itself on offering a continuum of supports and services that best prepare our young adults for success. This includes partnering with a variety of local organizations and businesses to provide those we serve with opportunities to integrate and learn skills within their community. For example, we work with the College of DuPage and Technology Center of DuPage to assist with post-secondary education/training. We also partner with more than 40 businesses to provide a variety of vocational training opportunities. Most of the instruction we offer takes place in the community itself because doing so provides a more natural setting for developing and strengthening independent living and self-advocacy skills.



**HINSDALE  
TRANSITION  
CENTER**  
High School District 86

To learn more about our transition services and programming, please visit [tc.hinsdale86.org](http://tc.hinsdale86.org).



# Future Ready Facilities

On April 2, 2019, the voters of District 86 approved a bond proposition in the amount of \$139.8 million that will enable us to make critical upgrades and improvements to our facilities at Hinsdale Central and Hinsdale South. This section of our newsletter includes updates regarding the topics that have been discussed, decisions that have been made and tasks that have been completed in conjunction with this work during the past few months. Additional updates will be posted on the district's website, as well as on the communications portal we set up with the help of Pepper Construction Company, which is serving as the construction manager for most of the Future Ready Facilities projects. You can access the portal by visiting <https://www.pepper360.com/public/hinsdale/>.

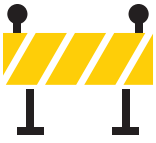
## PHASE I PROJECTS

### HINSDALE CENTRAL

- Pool addition
- B&G addition/relocation
- Stadium turf
- Practice turf
- Tennis courts
- Roof replacements
- Site utility improvements
- Miscellaneous life safety improvements

### HINSDALE SOUTH

- Special Ed renovation
- LRC renovation
- B&G addition
- Stadium turf
- Practice turf
- Tennis courts
- Roof replacements
- Boiler replacement & RTU
- Miscellaneous ADA improvements
- Miscellaneous life safety improvements



## Phase I Projects

The first phase of the Future Ready Facilities work at Hinsdale Central will begin during the summer of 2020 and continue through the 2020-21 school year. The projects that are scheduled for completion during this phase include, but are not limited to, replacement of the practice and stadium turf fields, replacement of the tennis courts, replacement of the track, completion of the addition to the swimming pool, renovation and relocation of buildings and grounds, and completion of various ADA/accessibility improvements.

The Phase I work at Hinsdale South will all take place during the summer of 2020. The projects that are scheduled for completion include, but are not limited to, renovation of space for special education, replacement of the practice and stadium turf fields, resurfacing of the track, replacement of the tennis courts, completion of an addition for buildings and grounds, and renovation of the existing library space.

You can access the complete list of Phase I projects for both schools on the district's website and the communications portal created by Pepper.



## Budget

The total budget for all of the proposed Future Ready Facilities projects is \$139,815,983. Following the completion of the estimates for the design development portion of our work, the total cost of all the projects is less than 1% above this total. While we are very encouraged by this figure, we will continue working diligently to ensure that all of the projects get finished on time and on budget. One of the activities we are undertaking to help us accomplish this important goal is to value engineer each project, which is a process/approach that is commonly used in the construction and design industry to address the issues of functionality and cost.



## Calendar

We have been exploring changes to the calendars for the 2020-21, 2021-22 and 2022-23 school years that will enable us to accommodate the work that is scheduled to take place at Central and South. The primary change we are proposing is the lengthening of summer break from 10 weeks to 14 weeks. By doing this, we can:

- Complete some of the projects that are more expansive and directly impact services to students (e.g., renovations to the cafeteria) in time for the start of school
- Offset delays we may encounter due to issues such as inclement weather
- Provide our students and staff with access to a safe environment that is best for learning – e.g., less noise, dust and dirt from construction; fewer restrictions on the spaces that are available for use; etc.

If we extend our summer break by four weeks, we will need to make up that time during the school year. This may mean shorter winter and spring breaks. It may also mean being in session on holidays we traditionally have off (e.g., Columbus Day, Presidents Day, etc.).

We shared the proposed calendar changes with staff, as well as leaders from our student and parent/guardian communities. All three groups had the chance to ask questions and share their thoughts. At the time this newsletter went to print, the recommendation for the calendar was scheduled to be presented to the Facilities Committee for review on Jan. 17 and to the board for review and approval on Jan. 23.

# Student and Staff Accomplishments

Below is a list of some of the honors, awards and accomplishments our students and staff earned during the first semester.

## > DISTRICT 86 STAFF

- **Chris Wilbur**, who is a social studies teacher from Hinsdale Central, earned an Outstanding Educator Award from the University of Chicago, which recognizes teachers for “changing the course of students’ lives, helping them reimagine texts, encouraging them to delve deeper into problem-solving and showing them how to think beyond the borders of the classroom in the pursuit of their own education.”
- **Kerin Sancken**, who is the department chair for math at Hinsdale South, has been invited to present about the benefits of coaching partnerships at the NCSM (National Council of Supervisors of Mathematics) Annual Conference, which is being held in Chicago March 30-April 1.
- **Keith Bockwoldt**, the district’s chief information officer, was invited by CoSN (the Consortium for School Networking) to present at a conference and help lead a webinar about the issue of cybersecurity, more specifically about how to build an effective security program.
- **Taryn Chrapkowski, Justin Ladas, Stephanie Miller and Heather Stomberg** from the district’s special education team were asked to share their knowledge and expertise about leveraging community partnerships and the effective use of multidisciplinary teams during the Division on Career Development and Transition International Conference that was held in Seattle, Washington Oct. 23-25.
- Hinsdale South math teachers **Rick Cazzato and Jennifer Gilbert** have been invited to present at the Metropolitan Mathematics Club of Chicago’s (MMC) 2020 Conference of Workshops being held at Stevenson High School on Feb. 1. Their session will focus on how they are using various digital activities offered via an application called Desmos to support student learning in precalculus and precalculus honors classes.

## > HINSDALE SOUTH

- Junior **Diana Temelkova**, who is the photo editor for Hinsdale South’s yearbook *Vespa*, took third place in the Sports Reaction Photo of the Year category during the finals of the National Scholastic Press Association’s annual competition.
- **Theatre arts students** from Hinsdale South were selected for induction into the International Thespian Society, which is the honor society for secondary school theatre students. In order to earn this recognition, the students had to complete at least 100 hours of quality work in theatre arts and related disciplines.
- Several teams and individual student-athletes from South accomplished significant milestones during the fall sports season. **Billy Gneiser** had the best finish in the state tournament (15th place) by a golfer from South in the past 22 years. **Caraline Custardo** became the first diver from the school to qualify for state since 1986. The three levels of **boys cross country** had the best combined finish in their respective conference championships in nine years. In addition, **varsity girls cross country** qualified as a team for state for the first time in South’s history.
- Hinsdale South’s **Illusions Art Magazine** was awarded a First Place with Special Merit by the American Scholastic Press Association (ASPA). *Illusions* was also among the small handful of publications from across the country that ASPA named Most Outstanding Literary Art Magazine for the 2018-19 school year.
- South football players **Noah Charters, Marquese Garrett, Jerimiah Kinsey** and **Eric Suda** earned Athletic All-Conference selections from the West Suburban Conference. Charters also joined teammates **Michael Colant, Sean Garrity, Kerry Glimco, Joshua Hargrove, Frank Pantoni, Lucas Pitonak, James Ruzicka** and **Ian Smith** in earning All-Conference selections for academics.

## > HINSDALE CENTRAL

- **Devils’ Advocate**, which is Hinsdale Central’s student-run news magazine, earned a rating of All-American with Four Marks of Distinction from the National Scholastic Press Association (NSPA). The 2018-19 edition of the school’s **El Diablo** yearbook also earned a rating of All-American with Four Marks of Distinction from NSPA, and won a Gold Medalist award from Columbia Scholastic Press Association.
- Varsity sports teams from Central earned several championships during the fall season. **Conference champions** included the girls golf team, the girls tennis team, and the girls swimming and diving team. **Regional champions** included the girls golf team, the boys golf team and the boys soccer team. **Sectional champions** included the girls tennis team and the girls swimming and diving team. In addition to these championships, the girls tennis team took second place in state, the girls cross country team took third place in state and the boys golf team took seventh place in state.
- The **forensics speech and debate team** from Hinsdale Central was given membership into the National Speech & Debate Association’s Societe de 300 after earning 300 or more strength points last year in conjunction with competitive and service-related activities. This honor reflects “an outstanding commitment to teaching students essential life skills, including communication, research, listening, writing and organization.”
- The **boys soccer team** from Hinsdale Central earned the United Soccer Coaches Team Academic Award for exemplary performance in the classroom during the 2018-19 school year. This was the 13th consecutive year Central earned the award, which is given to teams that maintain a minimum grade-point average of 3.25 for the entire academic year.
- **Samara Jaquez** from Hinsdale Central is one of 45 students whose work was selected by the Illinois Art Education Association for inclusion in an art show that will be traveling to locations throughout the state.





Chris Wilbur



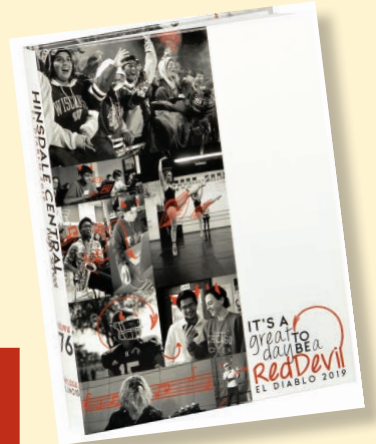
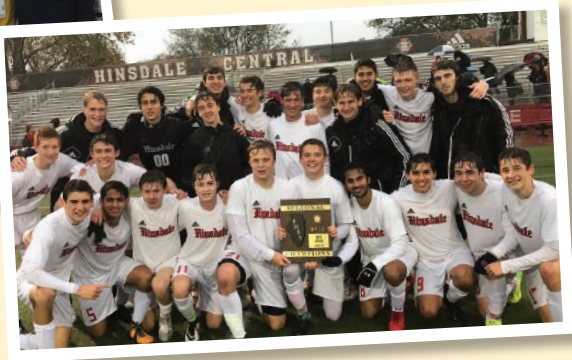
Billy Gneiser



Sports Reaction Photo of the Year



Illinois Art Education Association



Gold Medalist Award

# WAY TO GO, D86!



**Hinsdale Township  
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> **D86 Forward** *Defining Excellence*

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**Census**

The U.S. Constitution requires that all people living in the United States be counted every 10 years to help ensure that communities receive fair representation and distribution of services. The money Illinois receives (approximately \$1,500 for every person counted) is used to help fund and support a variety of critical programs and services, including public education. The data will also be used to shape policy decisions over the next decade.

Various organizations and agencies will be providing more detailed information about this important endeavor in the days leading up to the distribution of census materials in March and on Census Day (April 1). In the meantime, you can access additional information about the 2020 Census by visiting [census.gov](http://census.gov).



**Stay Connected**

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High School District 86

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## FIRST LOOK

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January 23 2020  
[Regular Action Meeting](#)  
6:00 PM  
Hinsdale Central High School

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### Science Sequence Update

A group composed of science teachers, the department chairs for science, the assistant principal for curriculum and instruction from Hinsdale South, and the principals for Hinsdale Central and Hinsdale South will provide the board with an update on some of the curriculum work they are doing in conjunction with the implementation of the ESS-integrated PCB sequence (ESS stands for Earth and Space Science; PCB stands for Physics, Chemistry and Biology).

### Executive Search for Assistant Superintendent

A representative from the Illinois Association of School Boards (IASB) will present the board with information about the search process the organization utilizes to help districts fill cabinet-level administrative positions.

### Committee Reports

Members of the Policy Committee, Finance Committee and joint Facilities and Special Committee will provide the board with a report from their most recent meetings. The board will vote to release the draft meeting minutes for the three committees as part of the consent agenda.

### School Calendar

The administration will present the board with a proposed calendar that will enable the district to accommodate the work that is scheduled to be completed at Hinsdale Central and Hinsdale South over the next three years (2020-21, 2021-22 and 2022-23) in conjunction with its Future Ready Facilities plans.

### Policies for First Read

The board will conduct a first reading of two policies – 2:105 (Ethics and Gift Ban) and 8:110 (Public Suggestions and Concerns). Policy 2:105 will come back to the board for a second reading and a vote on Feb. 13, while policy 8:110 will return to the board as part of the customized policy manual.

### **Approve Summer School Proposed Program and Budget**

The board will vote to approve the proposed summer school program and budget that was presented during its committee of the whole meeting on Jan. 9.

### **Adopt Resolution #20.11 for the Treatment of Closed Session Minutes**

The board will vote to adopt a resolution for the treatment of closed session minutes that was presented during its committee of the whole meeting on Jan. 9.

### **Approve Revision to the Program of Studies**

The district will be adding a G-level biology course option for freshmen at Hinsdale Central during the 2020-21 and 2021-22 school years. This will help ensure that all rising ninth grade students, regardless of their learning needs or backgrounds, have the option of taking biology during the rollout period. This will also enable the district to ensure that the needs of these students will continue to be met when it fully implements the new science sequence at the start of the 2022-23 school year. Since the recently approved program of studies at Hinsdale Central includes a G-level biology course for students in grades 10 through 12, the administration will be asking the board to revise the description for this course to read grades nine through 12.

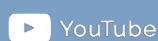
### **Financial and Treasury Reports**

Per its regular cadence of reporting, the administration will provide the board with the financial and treasury reports for December 2019.

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*Connect with the District 86 Board of Education: watch the [LiveStream broadcast](#), visit the [video archives](#), or [attend the meeting in person](#). Find out more about the Hinsdale Township District 86 Board of Education at the [District website](#) and click on School Board.*

*Individuals with disabilities who require special assistance or services for participation in Board of Education Meetings should contact the District Office at 630.655.6100. Board of Education [Policy 8.70 Accommodating Individuals with Disabilities](#)*



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Hinsdale 86

**Board**  **Briefs**

eNewsletter

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**January 23, 2020**  
**Regular Action Meeting**

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**Update on the Development of the Physics in the Universe Curriculum**

A group composed of science teachers, the department chairs for science, the assistant principal for curriculum and instruction from Hinsdale South, the principals for Hinsdale Central and Hinsdale South, and district-level administrators provided the board with an update on the district's science sequence, including the work being done in conjunction with the development of the Physics in the Universe curriculum. This update included the following:

- Details from Principal Bill Walsh about the curriculum, instruction and assessment audit of the science program at Central that was performed in October 2018 by the Consortium for Educational Change (CEC). This audit included, but was not limited to, a review of curriculum and curriculum maps, as well as interviews with science teachers, students and parents/guardians. The CEC provided Central with a report of its findings in November 2018, which included feedback on the strengths and opportunities for growth in the areas of curriculum, assessment, instruction and support. The report also featured next steps that included: "review and revise course curricular and instructional alignment to the NGSS standards to increase student engagement, differentiation, and interest in science; develop common expectations and assessments for students within a course; and develop a communication plan to engage parents and students in the science programming, expectations and support options."
- Information from Dominick Maniscalco, the district's chief human resources officer, regarding the conversation about curriculum equity that took place during the board meeting on Jan. 7, 2019. Maniscalco stated that the focus of the presentation and discussion that evening was not the curriculum, but rather the leadership structure for completing the curriculum work going forward. He stated that the information shared during the meeting was produced by the department chairs for all subjects, including science, in approximately 10 days. He also stated that the chairs did not receive any assistance from teachers, assistant principals, principals, students, parents/guardians or community members when pulling together the information. He said the task was strictly meant to help the district determine staffing for the curriculum work.
- Comments from Tammy Prentiss about her transition into the superintendent's role in the spring of 2019. In her comments, Superintendent Prentiss talked about the decision that was made following her appointment to restart the curriculum alignment work. This was

done to connect the work more closely and directly with the district's strategic plan, and ensure it would be led by the experts in the subject areas (i.e., the teachers and department chairs).

- Information about the collaborative process involving students, teachers and parents/guardians that the district is using to conduct the curriculum alignment work.
- An overview of the structure that is being used to support the curriculum-building process.
- The general responsibilities of the Physics in the Universe curriculum development and writing teams, as well as the names of the individuals serving on those teams.
- The dates of the curriculum meetings that have already been held, or are scheduled to take place prior to the end of the school year.
- Course descriptions for Physics: Physics in the Universe and Physics Honors: Physics in the Universe.
- Information about how Physics in the Universe is linked to and aligned with the Next Generation Science Standards and College Board.
- An example of a template for a science unit.
- Examples of how Earth and Space Science will be integrated throughout the science sequence.
- Examples of objectives for Physics: Physics in the Universe and Physics Honors: Physics in the Universe.
- Next steps regarding the work on Physics in the Universe, collaboration with the math department, review and re-evaluation of elective offerings in physics, and formation of the curriculum development and writing teams for Chemistry: Chemistry of Earth Systems.
- Recap of the goals that helped guide the work on the science sequence.

You can access the PowerPoint that was presented in conjunction with the update by visiting <http://bit.ly/3aBifW1>. You can also view the video of the presentation and conversation about the science sequence by visiting <https://d86.hinsdale86.org/Page/556> (starts at the 50 second mark and ends at around the 1:03:40 mark).

### **Executive Search for Assistant Superintendent**

A representative from the Illinois Association of School Boards (IASB) presented the board with information about the search process the organization utilizes to help districts fill cabinet-level administrative positions. This presentation included the following information:

- Recruitment and advertising opportunities
- The services offered by IASB in conjunction with a search - designation of a search coordinator, creation of a timeline, administration of online surveys, solicitation and vetting of applicants in order to identify a list of potential candidates, verification of references, performance of background inquiries, assistance with the establishment of an interview format and scheduling of site visits if necessary/appropriate
- Additional services that are available - conducting staff and/or community interviews, interviewing candidates, performing interview training for the board and facilitating stakeholder interviews with semi-finalists for a position
- Draft timeline for completing a search for a new assistant superintendent for academics/chief academic officer for District 86

### **Good News**

During her report to the board, Principal Arwen Pokorny Lyp from Hinsdale South highlighted some of the school's recent accomplishments. These accomplishments included the following:

- The varsity girls gymnastics team coming in sixth place at the Andrew Invite. The team was led by Ella Linkowski, who took fourth place all-around.
- Hinsdale South's freshman wrestling team winning the invitational tournament the school

- hosted on Jan. 4.
- Student Kristina Martinet serving as a stage manager for the 2020 All-State Production of “Aida” that was performed during the Illinois Theatre Festival on Jan. 11.
- Student-athletes from boys swimming, boys basketball, danceline and cheer celebrating Senior Night on Jan. 10.
- The boys basketball team compiling a record of 14 wins and two losses as of Jan. 14.

Principal Pokorny Lyp also thanked Hinsdale South’s counseling department for hosting an AP Parent Night on Jan. 16 that featured the following guest speakers:

- Current South senior Habib Rachman, who is part of the U of I BioEngineering Class of 2024 and is currently enrolled in seven AP classes.
- Class of 2015 alumnus Joe Eilbert, who entered Vanderbilt University with 41 credit hours that he earned by taking AP classes at South, and graduated from the university with a double major in Physics and Art History.
- The regional admissions officer from U of I, who shared how well South's AP program prepares students for college and spoke of current legislation that ensures college credit for AP scores of 3 and higher.

You can access Principal Pokorny Lyp's report by visiting <http://bit.ly/2uk7TcD>.

In his report to the board, Principal Bill Walsh from Hinsdale Central also highlighted some of the school's events and accomplishments. These events and accomplishments included the following:

- Herbert Wang from Hinsdale Central being among the 300 high school seniors who were named scholars by the Society for Science & the Public in conjunction with the organization's annual science and math competition.
- Karen Russo’s Sports Marketing class taking first place finish in the nationwide Sports Career Consulting challenge competition. This is the second time Central has won the competition, making them the first two-time champions in league history.
- Twenty-six of the school's TSI students earning 48 certifications - 42 related to Microsoft Office and six related to Google Tech.
- The school celebrating Spirit Week with activities that include dress days, an all-school rock, paper, scissors competition, a Senior Bingo night, the Mr. Hinsdale Pageant a pep rally, a Special Olympics Basketball Pack the Place game, Winter Fling and a Class of 2020 basketball tournament.
- Principal Walsh and student Maiwen Amegadjie shadowing each other at Hinsdale Central on Jan. 27. Maiwen won the opportunity to shadow Principal Walsh for a day in conjunction with a fundraising contest. In turn, Principal Walsh will have the chance to follow Maiwen through her classes.

You can access Principal Walsh's report by visiting <http://bit.ly/2Rge8ak>.

### **Committee Reports**

Members of the [Policy Committee](#), [Finance Committee](#) and the [Joint Facilities and Special Committee](#) provided the board with a report from their most recent meetings.

During its meeting on Jan. 7, the Policy Committee continued its work on the IASB policy manual customization process. This work included reviewing returning policies from sections 2 [Board of Education], 4 [Operational Services] and 5 [Personnel] of the manual, as well as the completion of an initial review of policies from section 8 [Community Relations].

The agenda for the Finance Committee meeting on Jan. 15 featured several topics, including:

- A discussion about the recovery of funds that District 86 and hundreds of municipalities and school districts from across the state lost due to investments placed with the Illinois Metropolitan Investment Fund (IMET) that were backed by fraudulent loans. The district recovered 56% of the \$1.2 million it lost, but does not expect to recover more than an additional \$25,000 going forward.
- A presentation by representatives from McNaughton Developments and Ryan Companies about the proposed Heather Highlands and Clarendale of Hinsdale developments.
- A discussion about the work being done to help align strategies 12 and 15 under Goal 5 (Resources) of the strategic plan. This work includes department chairs creating their

budgets using a zero-based budget approach, the development of capital replacement schedules for buildings and grounds, technology and academic departments with significant equipment needs and repairs, and the potential implementation of a deposit requirement for facilities rentals.

The members of the joint Facilities and Special Committee also discussed several topics during their meeting on Jan. 17, including:

- The upcoming bid dates for the Future Ready Facilities work.
- The review of bid packages for the Future Ready Facilities work, and Pepper Construction's interest in performing some of the work itself.
- Review of a draft format for the design development budget.
- Information about a mandate from the Illinois Department of Public Health requiring that incoming water sources be combined.
- Updates on the energy incentive processes, zoning and community outreach.
- An update on the possible installation of lighted crosswalks in the area around Hinsdale South.
- School calendars for the 2020-21, 2021-22 and 2022-23 school years.

The board voted to release the draft meeting minutes for all three committees as part of the consent agenda.

### **Calendar for the 2020-21, 2021-22 and 2022-23 School Years**

The administration presented three different calendar options to the district's various stakeholder groups, including students, staff and parents/guardians. Based on the feedback received, option C was presented during the joint Facilities and Special Committee meeting on Jan. 17. This option required that an additional four instructional days be found to meet the 180 days that has been the threshold in the district for the past several years. In an effort to help the district manage this issue, Pepper Construction agreed to reduce its window for completing the work over the summer from 14 weeks to 13 weeks and one day.

During its meeting, the board was presented with a new calendar option D for review and discussion that reflects the commitment from Pepper. You can access the proposed calendars for the 2020-21, 2021-22 and 2022-23 school years that were shared with the board by visiting <http://bit.ly/2RIAK9b>.

### **Policies for First Read**

The board conducted a first reading of two policies – [2:105 \(Ethics and Gift Ban\)](#) and [8:110 \(Public Suggestions and Concerns\)](#). Policy 2:105 will come back to the board for a second reading and a vote on Feb. 13. The board chose not to pursue the adoption of Policy 8:110 because it felt the language was too vague and the issue was more appropriately and effectively addressed in other policies.

### **Consent Agenda**

The board approved the consent agenda as amended. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/371a3af> to access the consent agenda items beginning under number seven.

### **Approve Summer School Proposed Program and Budget**

The board approved the proposed summer school program and budget that was presented during its committee of the whole meeting on Jan. 9. You can access the information that was presented on Jan. 9 by visiting <http://bit.ly/3018fG2>.

### **Adopt Resolution #20.11 for the Treatment of Closed Session Minutes**

The board adopted a resolution for the treatment of closed session minutes that was presented during its committee of the whole meeting on Jan. 9. You can access the resolution by visiting <http://bit.ly/2veNENU>.

### **Approve Revision to the Program of Studies**

The district will be adding a G-level biology course option for freshmen at Hinsdale Central during the 2020-21 and 2021-22 school years. This will help ensure that all rising ninth grade students, regardless of their learning needs or backgrounds, have the option of taking biology during the rollout period. This will also enable the district to ensure that the needs of these students will continue to be met when it fully implements the new science sequence at the start of the 2022-



23 school year.

Since the recently approved program of studies for Hinsdale Central includes a G-level biology course for students in grades 10 through 12, the administration asked the board to revise the description for this course to read grades nine through 12. The board approved the revision.

### **Board President's Report**

Board President Nancy Pollak mentioned that the next event in the Community Speaker Series that is being co-presented by districts 181 and 86 will feature a free screening of the documentary "Screenagers Next Chapter: Uncovering Skills for Stress Resilience" followed by a discussion with filmmaker and physician Dr. Delaney Ruston. The event, which will take place at the Community House on Feb. 5, will feature a pair of screenings and discussions - one from 9:30 a.m. to 11:30 a.m. and another from 7 p.m. to 9 p.m. While both sessions are free and open to the public, registration is required. You can register for the session at 9:30 a.m. by visiting <https://conta.cc/2T1L3kb> and the session at 7 p.m. by visiting <https://conta.cc/2ZX6bJU>.

### **Superintendent's Report**

Superintendent Tammy Prentiss mentioned that the documentary "Screenagers Next Chapter: Uncovering Skills for Stress Resilience" features interviews with students and staff from Hinsdale South, as well as footage from the school.

Superintendent Prentiss talked about the Superintendent's Roundtable meeting that was held at Hinsdale South on Jan. 23. During the meeting, the group continued its discussion of topics that are aimed at helping to make the work experience for District 86 employees more of a calling.

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### **Financial and Treasury Reports**

Per its regular cadence of reporting, the administration provided the board with the financial and treasury reports for December 2019. You can access the financial report by visiting <http://bit.ly/2uqe4M7> and the treasury report by visiting <http://bit.ly/2NTU37L>.

### **Operational Calendar and Future Agenda Items**

The board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 9:51 p.m. The video of the meeting can be viewed by visiting <https://d86.hinsdale86.org/Page/556>.

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## **Future Board Meetings**

### **Thursday, February 13, 2020 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale South High School Cafeteria

### **Wednesday, February 26, 2020 at 6 p.m.**

Regular Action Meeting

Hinsdale South High School Cafeteria

**Thursday, March 12, 2020 at 6 p.m.**  
Committee of the Whole Meeting  
Hinsdale Central High School Cafeteria



Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153



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## January 23, 2020 Regular Action Meeting

### Update on the Development of the Physics in the Universe Curriculum

A group composed of science teachers, the department chairs for science, the assistant principal for curriculum and instruction from Hinsdale South, the principals for Hinsdale Central and Hinsdale South, and district-level administrators provided the board with an update on the district's science sequence, including the work being done in conjunction with the development of the Physics in the Universe curriculum. This update included the following:

- Details from Principal Bill Walsh about the curriculum, instruction and assessment audit of the science program at Central that was performed in October 2018 by the Consortium for Educational Change (CEC). This audit included, but was not limited to, a review of curriculum and curriculum maps, as well as interviews with science teachers, students and parents/guardians. The CEC provided Central with a report of its findings in November 2018, which included feedback on the strengths and opportunities for growth in the areas of curriculum, assessment, instruction and support. The report also featured next steps that included: "review and revise course curricular and instructional alignment to the NGSS standards to increase student engagement, differentiation, and interest in science; develop common expectations and assessments for students within a course; and develop a communication plan to engage parents and students in the science programming, expectations and support options."
- Information from Dominick Maniscalco, the district's chief human resources officer, regarding the conversation about curriculum equity that took place during the board meeting on Jan. 7, 2019. Maniscalco stated that the focus of the presentation and discussion that evening was not the curriculum, but rather the leadership structure for completing the curriculum work going forward. He stated that the information shared during the meeting was produced by the department chairs for all subjects, including science, in approximately 10 days. He also stated that the chairs did not receive any assistance from teachers, assistant principals, principals, students, parents/guardians or community members when pulling together the information. He said the task was strictly meant to help the district determine staffing for the curriculum work.

- Comments from Tammy Prentiss about her transition into the superintendent's role in the spring of 2019. In her comments, Superintendent Prentiss talked about the decision that was made following her appointment to restart the curriculum alignment work. This was done to connect the work more closely and directly with the district's strategic plan, and ensure it would be led by the experts in the subject areas (i.e., the teachers and department chairs).
- Information about the collaborative process involving students, teachers and parents/guardians that the district is using to conduct the curriculum alignment work.
- An overview of the structure that is being used to support the curriculum-building process.
- The general responsibilities of the Physics in the Universe curriculum development and writing teams, as well as the names of the individuals serving on those teams.
- The dates of the curriculum meetings that have already been held, or are scheduled to take place prior to the end of the school year.
- Course descriptions for Physics: Physics in the Universe and Physics Honors: Physics in the Universe.
- Information about how Physics in the Universe is linked to and aligned with the Next Generation Science Standards and College Board.
- An example of a template for a science unit.
- Examples of how Earth and Space Science will be integrated throughout the science sequence.
- Examples of objectives for Physics: Physics in the Universe and Physics Honors: Physics in the Universe.
- Next steps regarding the work on Physics in the Universe, collaboration with the math department, review and re-evaluation of elective offerings in physics, and formation of the curriculum development and writing teams for Chemistry: Chemistry of Earth Systems.
- Recap of the goals that helped guide the work on the science sequence.

You can access the PowerPoint that was presented in conjunction with the update by visiting <http://bit.ly/3aBifW1>. You can also view the video of the presentation and conversation about the science sequence by visiting <https://d86.hinsdale86.org/Page/556> (starts at the 50 second mark and ends at around the 1:03:40 mark).

### **Executive Search for Assistant Superintendent**

A representative from the Illinois Association of School Boards (IASB) presented the board with information about the search process the organization utilizes to help districts fill cabinet-level administrative positions. This presentation included the following information:

- Recruitment and advertising opportunities
- The services offered by IASB in conjunction with a search - designation of a search coordinator, creation of a timeline, administration of online surveys, solicitation and vetting of applicants in order to identify a list of potential candidates, verification of references, performance of background inquiries, assistance with the establishment of an interview format and scheduling of site visits if necessary/appropriate
- Additional services that are available - conducting staff and/or community interviews, interviewing candidates, performing interview training for the board and facilitating stakeholder interviews with semi-finalists for a position
- Draft timeline for completing a search for a new assistant superintendent for academics/chief academic officer for District 86

### **Good News**

During her report to the board, Principal Arwen Pokorny Lyp from Hinsdale South highlighted some of the school's recent accomplishments. These accomplishments included the following:

- The varsity girls gymnastics team coming in sixth place at the Andrew Invite. The team was led by Ella Linkowski, who took fourth place all-around.
- Hinsdale South's freshman wrestling team winning the invitational tournament the school hosted on Jan. 4.
- Student Kristina Martinet serving as a stage manager for the 2020 All-State Production of "Aida" that was performed during the Illinois Theatre Festival on Jan. 11.
- Student-athletes from boys swimming, boys basketball, danceline and cheer celebrating Senior Night on Jan. 10.
- The boys basketball team compiling a record of 14 wins and two losses as of Jan. 14.

Principal Pokorny Lyp also thanked Hinsdale South's counseling department for hosting an AP Parent Night on Jan. 16 that featured the following guest speakers:

- Current South senior Habib Rachman, who is part of the U of I BioEngineering Class of 2024 and is currently enrolled in seven AP classes.
- Class of 2015 alumnus Joe Eilbert, who entered Vanderbilt University with 41 credit hours that he earned by taking AP classes at South, and graduated from the university with a double major in Physics and Art History.
- The regional admissions officer from U of I, who shared how well South's AP program prepares students for college and spoke of current legislation that ensures college credit for AP scores of 3 and higher.

You can access Principal Pokorny Lyp's report by visiting <http://bit.ly/2uk7TcD>.

In his report to the board, Principal Bill Walsh from Hinsdale Central also highlighted some of the school's events and accomplishments. These events and accomplishments included the following:

- Herbert Wang from Hinsdale Central being among the 300 high school seniors who were named scholars by the Society for Science & the Public in conjunction with the organization's annual science and math competition.
- Karen Russo's Sports Marketing class taking first place finish in the nationwide Sports Career Consulting challenge competition. This is the second time Central has won the competition, making them the first two-time champions in league history.
- Twenty-six of the school's TSI students earning 48 certifications - 42 related to Microsoft Office and six related to Google Tech.
- The school celebrating Spirit Week with activities that include dress days, an all-school rock, paper, scissors competition, a Senior Bingo night, the Mr. Hinsdale Pageant a pep rally, a Special Olympics Basketball Pack the Place game, Winter Fling and a Class of 2020 basketball tournament.
- Principal Walsh and student Maiwen Amegadjie shadowing each other at Hinsdale Central on Jan. 27. Maiwen won the opportunity to shadow Principal Walsh for a day in conjunction with a fundraising contest. In turn, Principal Walsh will have the chance to follow Maiwen through her classes.

You can access Principal Walsh's report by visiting <http://bit.ly/2Rge8ak>.

### **Committee Reports**

Members of the [Policy Committee](#), [Finance Committee](#) and the [Joint Facilities and Special Committee](#) provided the board with a report from their most recent meetings.

During its meeting on Jan. 7, the Policy Committee continued its work on the IASB policy manual customization process. This work included reviewing returning policies from sections 2 [Board of Education], 4 [Operational Services] and 5 [Personnel] of the manual, as well as the completion of an initial review of policies from section 8 [Community Relations].

The agenda for the Finance Committee meeting on Jan. 15 featured several topics, including:

- A discussion about the recovery of funds that District 86 and hundreds of municipalities and school districts from across the state lost due to investments placed with the Illinois Metropolitan Investment Fund (IMET) that were backed by fraudulent loans. The district recovered 56% of the \$1.2 million it lost, but does not expect to recover more than an additional \$25,000 going forward.
- A presentation by representatives from McNaughton Developments and Ryan Companies about the proposed Heather Highlands and Clarendale of Hinsdale developments.
- A discussion about the work being done to help align strategies 12 and 15 under Goal 5 (Resources) of the strategic plan. This work includes department chairs creating their budgets using a zero-based budget approach, the development of capital replacement schedules for buildings and grounds, technology and academic departments with significant equipment needs and repairs, and the potential implementation of a deposit requirement for facilities rentals.

The members of the joint Facilities and Special Committee also discussed several topics during their meeting on Jan. 17, including:

- The upcoming bid dates for the Future Ready Facilities work.
- The review of bid packages for the Future Ready Facilities work, and Pepper Construction's interest in performing some of the work itself.
- Review of a draft format for the design development budget.
- Information about a mandate from the Illinois Department of Public Health requiring that incoming water sources be combined.
- Updates on the energy incentive processes, zoning and community outreach.
- An update on the possible installation of lighted crosswalks in the area around Hinsdale South.
- School calendars for the 2020-21, 2021-22 and 2022-23 school years.

The board voted to release the draft meeting minutes for all three committees as part of the consent agenda.

### **Calendar for the 2020-21, 2021-22 and 2022-23 School Years**

The administration presented three different calendar options to the district's various stakeholder groups, including students, staff and parents/guardians. Based on the feedback received, option C was presented during the joint Facilities and Special Committee meeting on Jan. 17. This option required that an additional four instructional days be found to meet the 180 days that has been the threshold in the district for the past several years. In an effort to help the district manage this issue, Pepper Construction agreed to reduce its window for completing the work over the summer from 14 weeks to 13 weeks and one day.

During its meeting, the board was presented with a new calendar option D for review and discussion that reflects the commitment from Pepper. You can access the proposed calendars for the 2020-21, 2021-22 and 2022-23 school years that were shared with the board by visiting <http://bit.ly/2RIAK9b>.

### **Policies for First Read**

The board conducted a first reading of two policies – [2:105 \(Ethics and Gift Ban\)](#) and [8:110 \(Public Suggestions and Concerns\)](#). Policy 2:105 will come back to the board for a second reading and a vote on Feb. 13. The board chose not to pursue the adoption of Policy 8:110 because it felt the language was too vague and the issue was more appropriately and effectively addressed in other policies.

### **Consent Agenda**

The board approved the consent agenda as amended. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/371a3af> to access the consent agenda items beginning under number seven.

### **Approve Summer School Proposed Program and Budget**

The board approved the proposed summer school program and budget that was presented during its committee of the whole meeting on Jan. 9. You can access the information that was presented on Jan. 9 by visiting <http://bit.ly/30I8fG2>.

**Adopt Resolution #20.11 for the Treatment of Closed Session Minutes**

The board adopted a resolution for the treatment of closed session minutes that was presented during its committee of the whole meeting on Jan. 9. You can access the resolution by visiting <http://bit.ly/2veNENU>.

**Approve Revision to the Program of Studies**

The district will be adding a G-level biology course option for freshmen at Hinsdale Central during the 2020-21 and 2021-22 school years. This will help ensure that all rising ninth grade students, regardless of their learning needs or backgrounds, have the option of taking biology during the rollout period. This will also enable the district to ensure that the needs of these students will continue to be met when it fully implements the new science sequence at the start of the 2022-23 school year.

Since the recently approved program of studies for Hinsdale Central includes a G-level biology course for students in grades 10 through 12, the administration asked the board to revise the description for this course to read grades nine through 12. The board approved the revision.

**Board President's Report**

Board President Nancy Pollak mentioned that the next event in the Community Speaker Series that is being co-presented by districts 181 and 86 will feature a free screening of the documentary "Screenagers Next Chapter: Uncovering Skills for Stress Resilience" followed by a discussion with filmmaker and physician Dr. Delaney Ruston. The event, which will take place at the Community House on Feb. 5, will feature a pair of screenings and discussions - one from 9:30 a.m. to 11:30 a.m. and another from 7 p.m. to 9 p.m. While both sessions are free and open to the public, registration is required. You can register for the session at 9:30 a.m. by visiting <https://conta.cc/2T1L3kb> and the session at 7 p.m. by visiting <https://conta.cc/2ZX6bJU>.

**Superintendent's Report**

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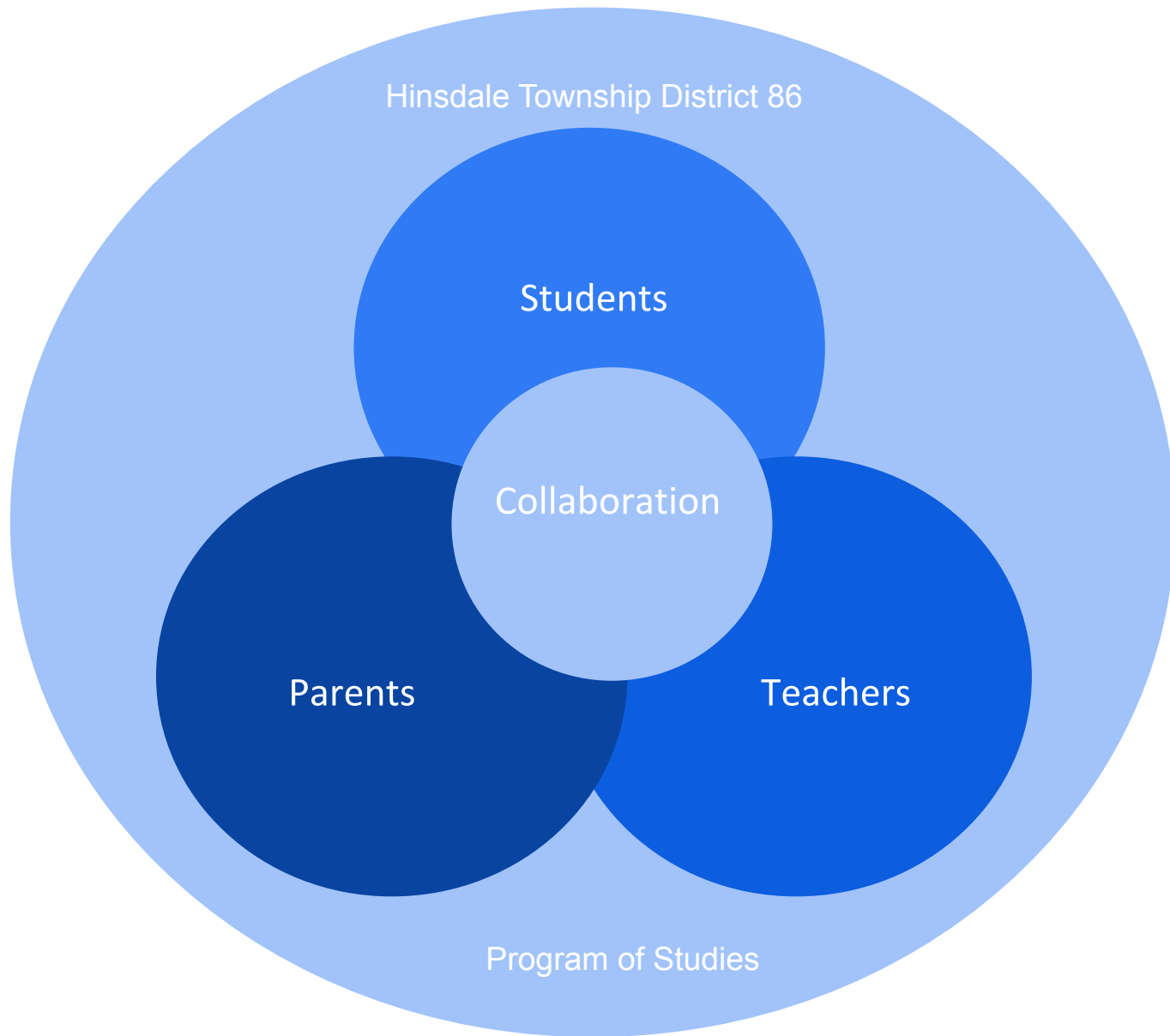
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# D86 Science Program

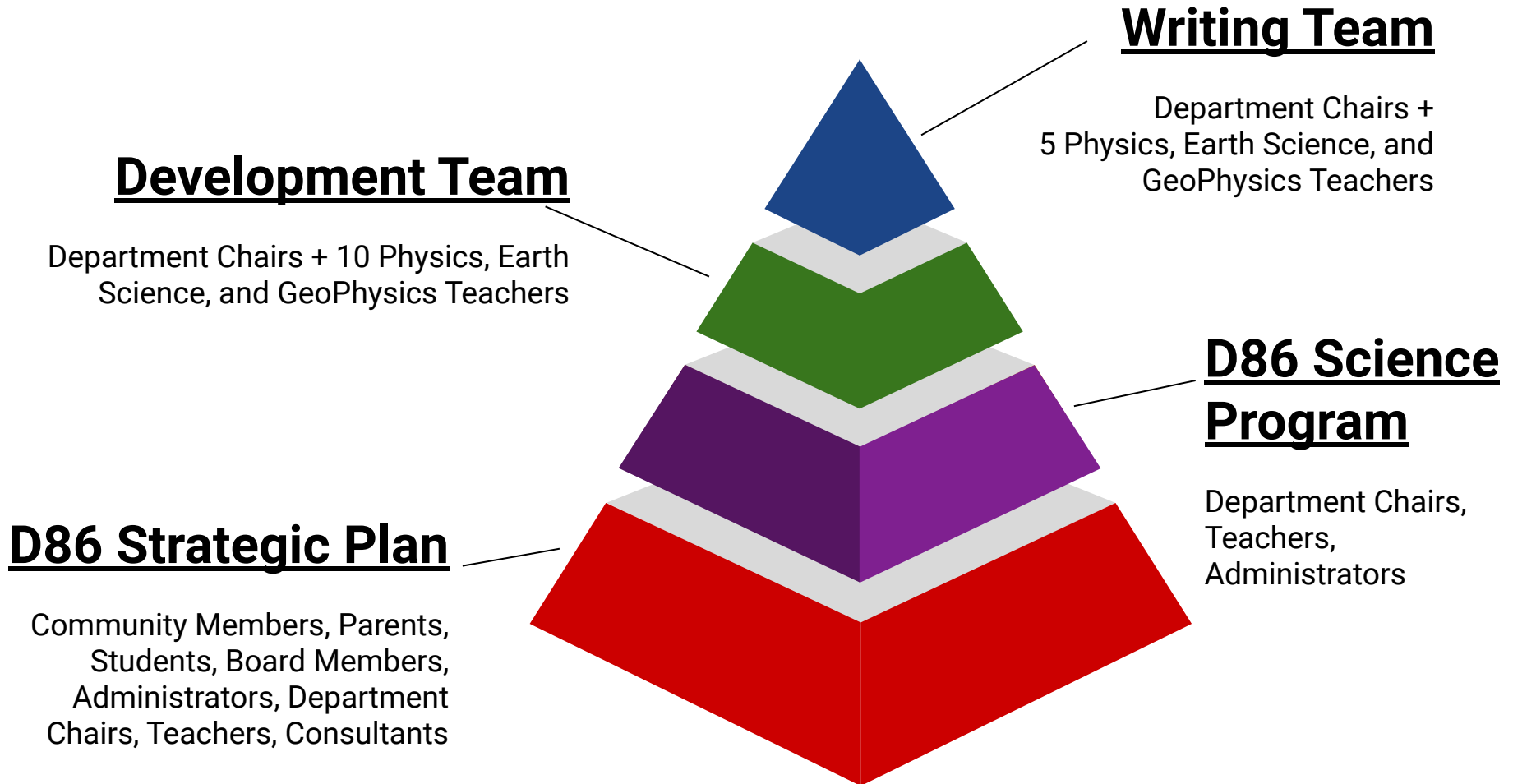
Physics: Physics in the Universe  
Curriculum Development Update





## Curriculum Alignment

# Structure of the Curriculum-Building Process





# D86 PITU Curriculum Development Team

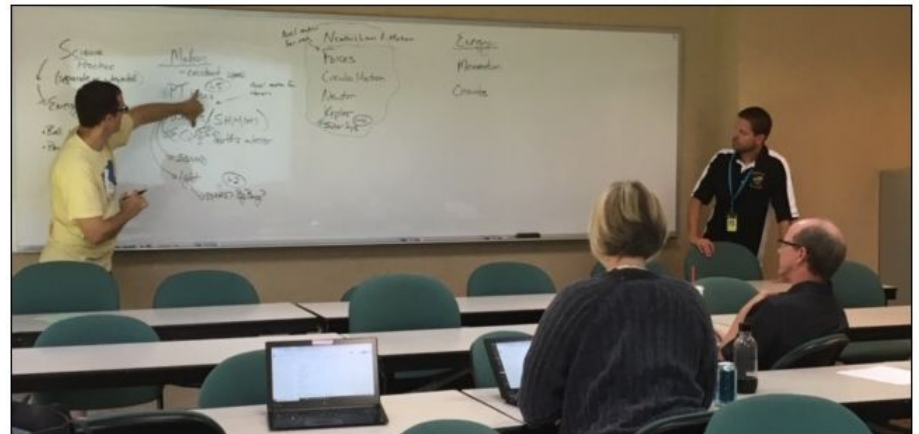
<p>This team focuses on the big picture and themes of the courses and serves as a sounding board to the writing team. This team met three times this fall semester to provide guidance and feedback to the writing team and will meet two times in the spring semester.</p>	<p>David Bonner Anna Breig Randy Brogan Dylan Canavan Tom Jacobson Kristin Kaduk Joe Liaw Chris McClain Alan McCloud Cory Sargent</p>	<p>South Central South Central South South Central Central Central Central</p>	<p>Physics H, AP Physics C AP Physics 1, Physics GeoPhysics, Interventionist Earth Sci G, Chem/Phys Physics H, GeoPhys, Physics GeoPhys, AP Env Sci Physics Themed, Physics AP Physics 1, Physics Earth Science H, MAGO Earth Science, AP Env Sci</p>
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# D86 PITU Curriculum Writing Team

<p>This team focuses on the details of the courses. They meet every 3-4 weeks, and their work includes refining objectives, fleshing out pacing, and refining the differences between honors and regular sections of the course.</p>	<p>David Bonner Randy Brogan Dylan Canavan Chris McClain Alan McCloud</p>	<p>South South Central Central Central</p>	<p>Physics H, AP Physics C GeoPhysics, Interventionist Earth Science G, Chem/Phys Physics, AP Physics 1 Earth Science H, MAGO</p>
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# Physics Curriculum Meetings

Fall Semester 2019		Spring Semester 2020	
Sept 24	Development Team	Jan 14	Writing Team and Physics Teachers
Sept 25	Writing Team	Jan 15	Math DCs and Writing Team
Oct 8	Writing Team	Feb 4	Development Team
Oct 9	Writing Team	Feb 5	Writing Team
Oct 29	Development Team	Feb 25	Writing Team
Oct 30	Writing Team	Feb 26	Writing Team
Nov 12	Writing Team	Mar 10	Development Team
Nov 13	Writing Team	Mar 11	Writing Team
Dec 3	Development Team	Mar 24	Teaching Team
Dec 4	Writing Team	Mar 25	Teaching Team
		April 14	Teaching Team
		April 15	Teaching Team and Math Teachers
		May 12	Teaching Team
		May 13	Teaching Team
		May 19	Teaching Team
		May 20	Teaching Team

# Program of Studies Course Descriptions

## **PHYSICS:**

### **PHYSICS IN THE UNIVERSE**

*For students recommended for Algebra 1*

This course covers the skills and content of a first year physics course within the context of the Earth and its place in the Universe. Topics include experimental design, waves, earthquakes, motion, plate tectonics, forces, energy, climate, momentum, gravity, planetary motion, projectiles, and the solar system.

## **PHYSICS HONORS:**

### **PHYSICS IN THE UNIVERSE**

*For students recommended for Integrated Algebra and Geometry or higher*

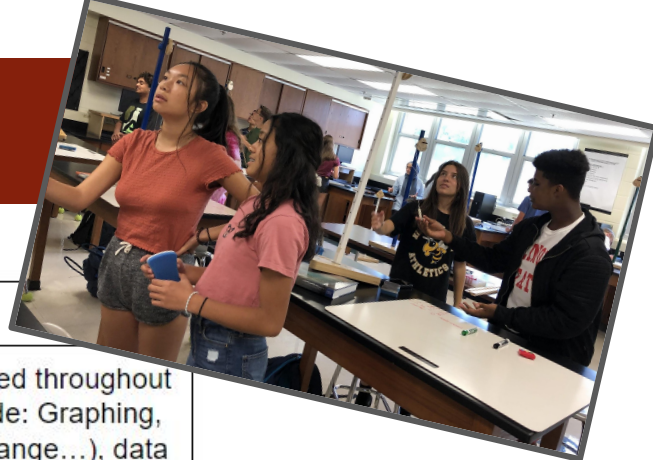
This course covers similar topics as Physics: Physics in the Universe, but at a deeper level and an accelerated pace. This course requires mastery of Algebra I and strong math critical thinking skills.

# Physics Linkages to NGSS & The College Board

Next Generation Science Standards (IL State Standards)	DRAFT Physics with ESS (1st yr physics course; algebra-based)	College Board AP Physics 1 (1st yr physics course; algebra-based)	College Board AP Physics C (2nd yr physics course; calculus-based)
Science Practices	Science Practices	Science Practices	Science Practices
	Kinematics + projectiles	Kinematics + projectiles	Kinematics + projectiles
Forces & Newton's Laws	Forces & Newton's Laws	Forces & Newton's Laws	Forces & Newton's Laws
Energy	Energy	Energy	Energy
Momentum	Momentum	Momentum	Momentum
	Circular Motion	Circular Motion	Circular Motion
		Rotation	Rotation
	Oscillation (Honors)	Oscillation	Oscillation
Waves	Waves	Waves	
		Sound	
	Gravitation		Gravitation
Electric Charge/Force	Electric Charge/Force	Electric Charge/Force	Electrostatics
	Circuits (Honors)	Circuits	Circuits
Electromagnetism	Electromagnetism		Electromagnetism



# Unit Template Example



<b>Unit Title</b>	<b>1. SCIENTIFIC PRACTICES</b>	
<b>Unit Summary</b>	Students will learn investigatory and communication skills that will be used throughout this course and will be built upon in future science courses. Topics include: Graphing, collaboration, communication, confidence in data (repeated measures, range...), data presentation, and questioning. Honors will additionally apply linear modeling with regression and quadratic mathematical modeling.	
<b>Time Frame</b>	9 days	
<b>NGSS SEPs</b>	<ul style="list-style-type: none"> <li>✓ <a href="#">Asking Questions and Defining Problems</a></li> <li><input type="checkbox"/> <a href="#">Developing and Using Models</a></li> <li>✓ <a href="#">Planning and Carrying Out Investigations</a></li> <li>✓ <a href="#">Analyzing and Interpreting Data</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Using Mathematics and Computational Thinking</a></li> <li><input type="checkbox"/> <a href="#">Constructing Explanations and Designing Solutions</a></li> <li><input type="checkbox"/> <a href="#">Engaging in Arguments from Evidence</a></li> <li>✓ <a href="#">Obtaining, Evaluating, and Communicating Information</a></li> </ul>
<b>NGSS CCCs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Patterns</li> <li>✓ Cause and Effect</li> <li><input type="checkbox"/> Scale, Proportion, and Quantity</li> <li><input type="checkbox"/> System and System Models</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Energy and Matter</li> <li><input type="checkbox"/> Structure and Function</li> <li><input type="checkbox"/> Stability and Change</li> </ul>

<b>OBJ</b>	<b>PITU R: Students will be able to...</b>	<b>PITU H: Students will be able to...</b>
<b>1a</b>	<b>I can plan and carry out scientific investigations.</b>	<b>I can plan and carry out scientific investigations.</b>
1a1	I can apply the following three key techniques for obtaining data that accurately depicts a relationship: maximize the domain of the	I can apply the following three key techniques for obtaining data that accurately depicts a relationship: maximize the domain of the

# Earth & Space Science NGSS Example Linkages

## Sample ESS NGSS Topics

Orbital Motions

Evidence of Plate Tectonics

Cycling of Matter in Earth's Interior

Nuclear Fusion and the Sun's Energy

Interactions of the Hydrologic and Rock Cycles

Stellar Nucleosynthesis

Feedback in Earth's Systems

Biodiversity, Natural Resources, Sustainability

Coevolution of Life and Earth's Systems

Creation of Landforms

Energy Variation and Climate Change

Physics:  
Physics in the Universe

Chemistry:  
Chemistry of Earth Systems

Biology:  
Biology of the Living Earth

Multiple Courses

**Example Objectives:**  
**Physics in the Universe**

**Example Objectives:**  
**Honors Physics in the Universe**

(NGSS PS4-1). I can use *mathematical representations to support a claim* regarding relationships among the frequency, wavelength, and speed of waves traveling in various media, (i.e., I can demonstrate an understanding of how the frequency and period of a wave depends on the source's motion, and move at a particular speed dependent only on the medium, and whose wavelength must adjust such that  $v = f\lambda$ ).

I can *measure and calculate* the following wave characteristics: period, frequency, wavelength, amplitude, and propagational speed.

I can *measure and calculate* the following wave characteristics: period, frequency, angular frequency, wavelength, amplitude, and propagational speed.

I can *create a model* that shows the relationship between amplitude, period, wavelength, and speed.

I can *mathematically model* a wave source's back-&-forth motion using a cosine function (i.e., convert between radians and cycles; determine amplitude, period, frequency, and angular frequency; and write an expression for  $y$  as a function of  $t$ ).

**Example Objectives:**  
**Physics in the Universe**

**Example Objectives:**  
**Honors Physics in the Universe**

(PS4-1). I can *use mathematical representations to support a claim* regarding relationships among the frequency, wavelength, and speed of waves traveling in various media, (i.e., I can demonstrate an understanding of how the frequency and period of a wave depends on the source's motion, and move at a particular speed dependent only on the medium, and whose wavelength must adjust such that  $v = f\lambda$ ).

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# Next Steps for D86 Science Curriculum

**Physics: Physics in the Universe:** The Development, Writing, and Teaching Teams will continue their work on this course during second semester. The Teaching Team will do additional work on the course over the summer.

**Math Collaboration:** The Teaching Team and the math department will be meeting to continue their discussion about aligning the regular-level freshman course with algebra.

**Re-evaluation of Physics Elective Offerings:** Discussions continue to determine which AP Physics option will best serve the needs of students who begin in Algebra I (AP Physics C-M, AP Physics 1, AP Physics 2)

**Chemistry: Chemistry of Earth Systems:** Development and Writing Team members will be determined this semester so that work on this course can begin this summer.

# D86 Science Program Goals

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



# Updates from 86

Weekly news and information from District 86

## Board Briefs

If you missed the latest edition of Board Briefs for the District 86 Board of Education meeting that was held on Jan. 23, please visit <https://conta.cc/2TTvNGp>.

Board

Hinsdale 86



Briefs

eNewsletter

During this meeting, a group composed of science teachers, the department chairs for science, the assistant principal for curriculum and instruction from Hinsdale South, the principals for Hinsdale Central and Hinsdale South, and district-level administrators provided the board with an update on the district's science sequence, including the work being done in conjunction with the development of the Physics in the Universe curriculum. You can access the PowerPoint that was presented in conjunction with the update by visiting <http://bit.ly/3aBifW1>. You can also view the video of the presentation and conversation about the science sequence by visiting <https://d86.hinsdale86.org/Page/556> (starts at the 50 second mark and ends around the 1:03:40 mark).



## Update on Math Curriculum Alignment

The Math Pathways Team that will be leading the district's work on math curriculum alignment had its first meeting on Jan. 23. During this meeting, the members of the team, which is composed of the department chairs for math, building-level administrators, and individuals who have experience teaching all levels and courses of math at Hinsdale Central and Hinsdale South, established group norms and reviewed the district's strategic plan. They also discussed what they would like to see math learners acquire and experience during their time in the district.

The next steps for the team include examining and celebrating the strengths of the current math program, and also exploring potential course pathways.

## Emergency Preparedness Kits

On Saturday, Jan. 11, approximately 30 student volunteers from Hinsdale Central and Hinsdale South helped members of the D86 security team and representatives from the Home Depot in Darien assemble emergency preparedness kits that have been deployed to every classroom in the district. The kits, which were created using a list produced by the Federal Emergency Management Agency, include items such as first aid supplies, blankets, disposable gloves, toilet paper, trash liners, sanitizer, water and disinfectant wipes. The district's security staff will replenish or add supplies to the kits as needed.

We were able to purchase many of the items for our kits using \$2,000 in store credit that was generously donated to the district by the Home Depot Foundation. The foundation supports communities across the country in a variety of ways, from donating money to causes for military veterans, to providing supplies and personnel to



help with disaster relief, to training tradespeople to fill the growing need and demand for plumbers, carpenters, electricians and HVAC specialists.

The creation of the emergency preparedness kits is the latest step in the district's ongoing efforts to improve and enhance safety and security across our buildings. These efforts have included, but are not limited to, establishing fully equipped command centers at both high schools, hiring security officers, installing new security cameras, launching a Tip Line, and conducting ALICE training with students and staff. You can access an article The Hinsdalean published about the security improvements the district has made by visiting <http://bit.ly/2NWTbPB>.



### Peer Buddies

On Jan. 17, students and their peer buddies from Hinsdale Central took a field trip to Sky High Sports in Naperville.

While the trip provided the students with the opportunity to continue working on their social and functional communication skills, its main purpose was to celebrate an incredibly successful first semester and the amazing relationships the students have developed with their buddies.

### Hinsdale South Boys Basketball

The varsity boys basketball team from Hinsdale South continued the scorching start to its season by winning the sixth annual Sterling MLK Classic. After going 4-0 in the tournament, the Hornets improved their record to 19-2 for the season (6-0 in conference).

You can read an article about South's tournament victory by visiting <http://bit.ly/2RmxtGY>.



We congratulate the members of the team on their tremendous success, and wish them the best of luck with the rest of their season.

### Hinsdale Central Speech Team

The speech team from Hinsdale Central picked up its sixth first place finish of the season after winning the Rolling Meadows Varsity Invitational on Jan. 18. Several members of the team earned individual championships in their events, including:

- Emma Gordon and Tess Klygis - Dramatic Duet Acting
- Daniel Leung - Original Comedy
- Catherine Dolan - Special Occasion Speaking



You can access the results from the tournament by visiting <http://bit.ly/2RpFJWJ>.

We congratulate the team on its continued success.

### Hinsdale South Pep Band

The Hinsdale South Pep Band has been invited to perform during the state finals for boys basketball on Saturday, March 14 in Peoria.





We congratulate the band on this tremendous and well-deserved honor.

## Bowling

Freshman Zakhari Williams and junior Jack Nick from Hinsdale South and senior Max Fellows from Hinsdale Central are among the student-athletes who qualified for Sectionals for boys bowling.

In the accompanying photo, Principal Arwen Pokorny Lyp, Assistant Principal Kari Peronto and Athletic Director Art Ostrow from South helped Zakhari and Jack prepare for the tournament.

We wish Zakhari, Jack and Max the best of luck at Sectionals.



## Hinsdale Central Athletes of the Month

Hinsdale Central named the following students their athletes of the month for December:

- Audrey Austin - Girls Gymnastics
- Alex Daw - Boys Swimming and Diving
- Max Fellows - Boys Bowling
- Lainey Harvey - Girls Bowling
- Brynn Kuhlman - Poms
- Eleanor Monyek - Girls Basketball
- Connor Nelson - Boys Basketball
- Andrew Perez - Boys Wrestling
- Emma Schackart - Cheerleading



We congratulate all of these student-athletes on their accomplishments on and off the field.



## Census 2020

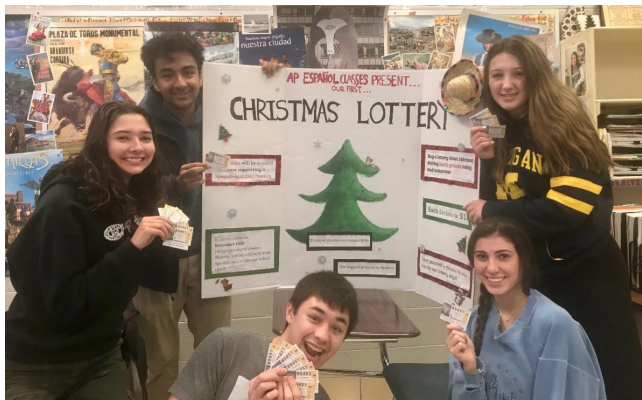
Senior Joshua Hargrove from Hinsdale South and junior Faith Drescher from Hinsdale Central provided the following information about the 2020 Census in conjunction with their roles as members of the Illinois State Board of Education's 2019-20 Student Advisory Council,

*The Census 2020 countdown clock is ticking. The census count impacts more than \$675 billion in federal funds that communities from across the nation receive each year for services and programs. When it comes to schools, the census helps determine funding for special education, after-school programs, classroom technology, and free and reduced-price lunches.*

*In order for communities to get the right amount of funding, it is imperative that every person gets counted. In fact, if you live in the United States, you are required by law to complete the census. By April 1, 2020, every home will receive an invitation to participate in the process, which you can do in one of three ways: online, by phone or by mail. From May through July, census takers will begin visiting homes to assist with the count.*

## Spanish Christmas Lottery

Students in the AP Spanish Language and Culture classes at Hinsdale Central studied the Spanish Christmas lottery tradition and then conducted their own lottery to benefit charity: water, which is an organization that "builds sustainable, community-owned water projects around the world."



In their exploration of the lottery, the students examined what the commercials and practices that correspond with the tradition revealed about Spanish values and perspectives. The students were then given the assignment to make their own commercials, which they screened for their classmates in an effort to encourage them participate in the event.

On Dec. 10, the students, in keeping with the tradition in Spain, sang the winning numbers and awarded prizes.

Through this experience, Central's world language department was able to share the values of the culture, provide the students with an opportunity to utilize the language and raise money for an important cause.

Special shoutout to AP student Rizwan Zaheer, who designed the raffle ticket for Central's lottery based on the ones used in Spain.

**The Community Speaker Series**  
presented by District 86 and District 181  
*Nationally and Internationally Renowned Experts  
Discussing Important Issues in Education*

Serving these schools:  
District 86: Hinsdale Central, Hinsdale South  
District 53: Butler Junior High, Brook Forest Elementary  
District 68: Cass Junior High, Concord Elementary  
District 180: Burr Ridge Middle, Zionsville Elementary  
District 181: Glenview-Waukegan, Hinsdale Middle, Hinsdale Elementary, Madison Elementary, Miriam Elementary, Oak Elementary, Prospect Elementary, The Law Elementary, Walker Elementary  
District 61: Eisenhower Junior High, Lee Elementary, North Olmsted Elementary  
District 62: Gower Middle, Gower West Elementary  
District 60: Mearns Hill Middle, Holmes Primary, Mearns Intermediate

**SCREEN AGERS NEXT CHAPTER**  
UNCOVERING SKILLS FOR STRESS RESILIENCE

A Documentary Film and Discussion with Filmmaker Dr. Delaney Ruston

Filmmaker and physician Dr. Delaney Ruston takes the conversation around screens and teens to the next level with *Screenagers NEXT CHAPTER: Uncovering Skills for Stress Resilience*. This film, which includes interviews with District 86 students, examines the science behind teens' emotional challenges, the interplay of social media, and most importantly, what can be done in our schools and homes to help them build crucial skills to manage stress, anxiety, and depression in our digital age.

**Schedule**  
Wednesday, February 5, 2020  
9:30am - 11:30am  
and  
7:00pm - 9:00pm  
The Community House  
425 W. Eighth St., Hinsdale

The presentations are free and open to all.

Children are welcome to attend the screening.

The recommended age is 6th grade and older.

Film run time is 69 minutes.

Space is limited. To reserve your space, please visit [www.d381foundation.org](http://www.d381foundation.org).

**FOUNDATION** THE COMMUNITY HOUSE

Informing and inspiring families in the P-12 Community about issues in Education, Child Development, Wellness, and Parenting

## Community Speaker Series - Feb. 5

The next event in the 2019-20 edition of the annual Community Speaker Series that is being co-presented by districts 181 and 86 will feature a free screening of the documentary "Screenagers Next Chapter: Uncovering Skills for Stress Resilience" followed by a discussion with filmmaker and physician Dr. Delaney Ruston. In her latest film, which features interviews with students from District 86, Dr. Ruston examines the science behind teens' emotional challenges, the interplay of social media, and, most importantly, what can be done in our schools and homes to help them build crucial skills to navigate stress, anxiety and depression in our digital age.

You can access additional information about this event by visiting <http://bit.ly/2uAHNIJ>.



## 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

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

### 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](mailto: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:** Regnier, Jennifer  
**Sent:** Friday, January 24, 2020 11:20 AM  
**Subject:** Additional Science Course Available

Good Afternoon,

At the Board of Education meeting last evening, the Board of Education voted to continue to offer our current Biology G course to the Class of 2024 students. This course was initially planned to begin to be phased out to incoming freshmen as a part of the transition to our new science curriculum and was not included your student's initial course recommendations. Based on the BOE's decision to continue to offer this course as we begin to transition to our new science sequence and your student's current Earth Science placement recommendation, he/she is now also able to select the Biology G course as their freshmen science selection. The addition of this option does not change any other course recommendations for your student, including the other science options that were a part of the initial recommendations.

If you have already met with a counselor to select courses and you would like to discuss and/or change your current science selection to Biology G, please reach out **BY FEB. 4<sup>th</sup>** and we are happy to help you! If you have not completed course selection and are interested in this additional science option, please discuss it during your upcoming counselor appointment.

Please let me know if you have any additional questions!

*Jennifer A. Regnier*

Director of Counseling & Social Work  
Hinsdale Central High School  
55<sup>th</sup> & Grant Streets  
Hinsdale, IL 60521  
(630) 570-8250  
[jregnier@hinsdale86.org](mailto:jregnier@hinsdale86.org)

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**From:** [Hinsdale Township High School District 86](#)  
**To:** [Kedrowski, Debra](#)  
**Subject:** Updates from 86  
**Date:** Monday, February 10, 2020 6:31:08 AM



## Updates from 86

Weekly news and information from District 86

### Updates on Math Curriculum Alignment and Grading and Assessment Practices

The Math Pathways Team that is leading the district's work on math curriculum alignment had its second meeting on Feb. 6. During this meeting, the members of the team, which is composed of the department chairs for math, building-level administrators, and teachers who have experience teaching all levels and courses of math at Hinsdale Central and Hinsdale South, reviewed the preliminary feedback the math departments from both schools shared regarding what they want math learners to acquire and experience during their time in District 86. They brainstormed goals for the department that will be connected to the district's strategic plan. They also started a pre-decisional SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the district's current math programs. The next steps for the team will include getting feedback from the math teachers on the results of the SWOT analysis, and beginning the exploration of possible alternative course pathways.



During the board of education meeting on Feb. 13, the department chairs for math, the assistant principal for curriculum and instruction from South, and the two building principals will give a presentation about Goal 1, Strategy 1 of the strategic plan that will include an update on the district's math curriculum alignment work. This presentation will include information about the Math Pathways Team, details about the need for and purpose of the alignment work, and a summary of the meetings that are scheduled to take place and the tasks that need to be completed over the next several months to help advance this work.

As part of the presentation, the building principals will also provide an update on the work the Learning Leadership Team has been doing with teachers throughout the year to align the district's grading and assessment practices.

The Feb. 13 board meeting is scheduled to take place in the cafeteria at Hinsdale South. The agenda and packet of materials for this meeting will be posted on [BoardDocs](#) tomorrow (Feb. 11).

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### Student Spotlight

The February edition of our Student Spotlight features an article from the [Devils' Advocate](#) at Hinsdale Central about the opportunity that senior Maiwen Amegadjie and Principal Bill Walsh had to shadow each other for a day. In the piece, junior Sophie Burns details the different activities that Maiwen and Principal



Walsh took part in during their day together, and highlights what they learned about each other through the experience. You can access the story by visiting <http://bit.ly/3bdJAxT>.

We thank Sophie for sharing her article and photographs with us. We thank editors-in-chief Saba Ali and Lia Reichmann for their contributions to the piece and leadership in producing the Devils' Advocate. We also thank teacher Cherise Lopez for the work she does with all of the students in her role as the faculty sponsor for the publication.

## Black History Month

The students and staff from Hinsdale South and Hinsdale Central have organized a number of events and activities to honor and celebrate Black History Month. Below are examples of what has already taken place or is scheduled to occur at each school prior to the end of the month.



### *Hinsdale South*



- In the accompanying photo, students and staff from South celebrated Black History Month on Feb. 4 by wearing either one of the shirts the school sold a few weeks ago, or the colors red, black and green for the African American flag.
- During the lunch periods on Feb. 5, members of The Culture [shared information about the truth behind the lives and legacies of Dr. Martin Luther King Jr. and Rosa Parks](#). The Culture is a student group that is committed to projecting positive images of people of color in the Hinsdale South community.
- During the lunch periods on Feb. 14, members of The Culture will host an event during which they will recognize influential black Americans.
- During the lunch periods on Feb. 18, students and staff will have the chance to sample sweet potato pies made by black educators Amanda Fulton, who is a paraprofessional, and Michael Smith, who is a dean of students, and then vote on which one is the best.
- During periods one through three on Feb. 19, black female community members will share their life experiences with female students and offer them words of advice. The main topic/focus for the conversation will be "I Am My Ancestors' Wildest Dreams."
- During periods one through four on Feb. 21, black students from South will take part in a Black History Month Symposium and speak their truth about "Overcoming Fear." Students and staff members from Central are scheduled to attend the event.
- The Culture will host a screening of and discussion about the film "Crooklyn" after school on Feb. 25.



- During periods one through three on Feb. 26, black male community members will share their life experiences with male students and offer them words of advice. The main topic/focus for the conversation will be "I Am My Brother's Keeper."

### *Hinsdale Central*

- On Jan. 30, all students and staff from Central who identify as black or African American were invited to a luncheon where they discussed and offered their feedback about celebrating Black History Month.
- On Feb. 7, Central's band played jazz in the cafeteria prior the start of school. Students and staff were invited to stop by to listen to the music and enjoy some refreshments.
- On either the second or third Friday in February (the date is to be determined), members of Central's Poetry Club will read and perform either original pieces or pieces from black poets in the library prior to the start of school.
- On Feb. 21, teachers and students from Central will attend the Black History Month Symposium at Hinsdale South.
- Central will host its annual Town Hall Meeting on Feb. 27. During this event, students will share their lived experiences about how they see themselves in the school, classrooms and culture at Central. The theme for this year's town hall is "#ISeeMe, which was a project that focused on affirming the identities of teachers and students in the classroom and curriculum. Student volunteers are meeting on alternating Tuesdays and Thursdays throughout the month to plan the event. Students and staff members from South are scheduled to attend the town hall.
- Students in Central's African American Literature and African American History classes will engage in discussions about Black History Month throughout the month of February.


**Hinsdale Township High School District 86**


**Thursday, February 27th: Hinsdale South Auditorium, 5 - 6 PM**  
*Hosted Prior To Parent-Teacher Conferences*  
**"Legal Marijuana: Now What?  
 A Guide to the Law, Vaping, and Teen Health"**  
**presented by Matt Quinn, MA, LCPC, CADC**

*Matt Quinn has counseled adolescents and adults for the last 15 years. He holds a bachelor's degree in psychology from The University of Notre Dame and a master's degree in clinical psychology from the Illinois School of Professional Psychology. Quinn is a Licensed Clinical Professional Counselor and Certified Alcohol and Drug Counselor in Illinois.*

**Hinsdale District 86 deans and social workers invite all parents, teens, and community members to this event focused on the impact of legalized marijuana.**



**The presentation will cover important questions such as:**

- Vaping and its dangers
- The history of marijuana law
- Risks of teen marijuana use
- Problems with increased potency and decrease in perception of harm
- Suggestions for how to discuss vaping and marijuana use with teens

The presentation will address the cultural shift in Illinois in regards to marijuana, how parents can approach this topic with children, and the impact on adolescents.

**Please join us and bring a friend!**  
**Open to all parents and teens in District 86 and the surrounding communities.**

Questions?  
 Contact District 86 Social Work at 630.468.4576  
 or Matt Quinn at 630.779.6819

### **Community Presentation**

On Feb. 27, District 86 students, staff, parents/guardians and community members are invited to Hinsdale South for a presentation titled "Legal Marijuana: Now What? A Guide to the Law, Vaping, and Teen Health." Matt Quinn, who is a licensed clinical professional counselor and certified alcohol and drug counselor, will talk about several topics during the event, including:

- Vaping and its dangers
- The history of marijuana law
- Risks of teen marijuana use
- Problems with increased potency and decreased perception of harm
- Suggestions for how to discuss vaping and marijuana use with teens

The presentation will be held in South's auditorium from 5 p.m. to 6 p.m. You can access a flyer for the event by visiting <http://bit.ly/39dKd90>.

### **Youth Volunteers**

Sophomore Alexandra Collins and senior Phillip Matthew from Hinsdale Central were among the eight students who were named



Distinguished Finalists for Illinois' top youth volunteers of 2020. They earned this recognition in conjunction with the annual Prudential Spirit of Community Awards, which is a nationwide program that honors young people for outstanding acts of volunteerism.

Alexandra was named a finalist for starting an initiative with her sister called "Students Against Ethylene Oxide (SAEtO)," which was aimed at fighting the emission of a dangerous gas in her community. Meanwhile, Phillip was recognized for working with his brother to develop a mobile app titled "Got Food?" that allows users to not only locate nearby food pantries and soup kitchens, but also determine their eligibility for food and housing benefits. You can access additional information about this honor by visiting <http://bit.ly/2RZSt6q>.

We congratulate Alexandra and Phillip on this well-deserved recognition.

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### Chess

The chess teams from Hinsdale Central and Hinsdale South qualified for the state finals, which are scheduled to take place in Peoria Feb. 14-15. Special shoutout to the team from Central for capturing the championship in its Sectional tournament.

We congratulate the two teams on their accomplishments, and wish them both continued success at state.



### Girls Gymnastics at Hinsdale Central

The varsity and JV1 girls gymnastic teams came in second place at their respective conference championship tournaments. The varsity team also had three of its student-athletes earn all-conference honors - senior Caroline Klobach, junior Olivia Widtfeldt and sophomore Annette Sommers.

You can access additional information about the results from the conference championships by visiting <http://bit.ly/2tCdHy8>.

We congratulate both teams on their impressive accomplishments.



### Boys Basketball at Hinsdale South



With its 72-41 victory over Montini on Feb. 4, the varsity boys basketball team from Hinsdale South set a new record for most single-season wins by the program in school history. The Hornets were led by senior James Ruzicka, who scored 20 points. Senior Billy Durkin had 16 points, while his brother Bobby, who is a sophomore at South, added 10 points.

We congratulate the members of the team on their incredible success, and wish them the best over the next few weeks as they close out their regular season and get ready for Regionals.

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### National Letters of Intent

The following student-athletes from Hinsdale Central and Hinsdale South signed their national letters of intent last week:

#### Central

- Kiran Amegadjie (football) - Yale University
- Alexander Daw (swimming) - St. Louis University
- Lily Fuchs (golf) - DePauw University
- Owen Goss (football) - Colgate University
- Owen Hare (lacrosse) - Franklin & Marshall College
- Nikki Hutten (lacrosse) - University of Redlands
- Caroline Kotarski (tennis) - Baylor University
- Lauren Ridgway (volleyball) - DePauw University
- Alex Simon (baseball) - Augustana College

#### South

- Erin Adams (basketball) - University of Wisconsin-Whitewater
- Cole Bozzi (baseball) - Elmhurst College
- Billy Durkin (basketball) - Lewis University
- Marquese Garrett (football) - Eastern Illinois University
- Jeremiah Kinsey (football) - College of DuPage
- Eric Suda (football) - University of Wisconsin-Whitewater

We congratulate all of these outstanding student-athletes on their signings, and wish them continued success on and off the field.



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### Hinsdale South Math Department

Hinsdale South math teachers Rick Cazzato and Jennifer Gilbert were among the guest presenters at the Metropolitan



Mathematics Club of Chicago's (MMC) 2020 Conference of Workshops that was held at Stevenson High School on Feb. 1. Their session was focused on how they are using various digital activities offered via an application called Desmos to support student learning in precalculus and precalculus honors classes.

Kudos to Rick and Jennifer on the outstanding job they did representing their department, South and District 86 during this event.

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### Preschool Program

This spring, Hinsdale Central will be offering a preschool program through its child care and development class that will focus on developmental appropriateness, creativity, safety, independence and social skills. This program, which will mirror the one that Hinsdale South offered in the fall, will be held on Tuesdays, Wednesdays and Thursdays beginning on April 7. It is open and available to any and all families – i.e., you do not need to live in Central's attendance area or the District 86 community to enroll/participate in the program.

If you have questions or need more information about the preschool program at Central, please email Lisa Sopiartz at [lsopiartz@hinsdale86.org](mailto:lsopiartz@hinsdale86.org).



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### Girls Bowling at Hinsdale South

The varsity girls bowling team took second place at the recent Leyden High School Bowling Invitational. The team was led by senior Jaultiana Brown, who won an individual championship during the tournament.

We congratulate the Hornets on their success at the invitational.

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### Latin Club

The Latin Clubs from Hinsdale Central and Hinsdale South swept the competition during their final Certamen gathering of the year. Central took first place at the novice (Latin I) and lower (Latin II) levels, while South took first place at the upper

level (Latin III/IV).

In addition, the teams from Central that compete at the novice and lower levels took first place in the region, and will be headed to the state finals in the spring.



We congratulate the students and faculty sponsors (Peter DeRousse at South and Alisha McCloud at Central) from both clubs on their successful seasons. We also wish those who are headed to state the best of luck.

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### Diversity Opportunities Fair

In an effort to help advance the work being done in conjunction with Goal 3 (Work Environment) of the district's strategic plan, Domenico Maniscalco, the district's chief human resources officer, Eric Martzolf, the assistant principal for curriculum and instruction from Hinsdale South, and Julie May, Hinsdale Central's department chair for science, attended DePaul University's annual Diversity Opportunities Fair on Feb. 4. During the event, Maniscalco, Martzolf and May had the chance to meet and network with prospective job candidates, and share the benefits of working in District 86.

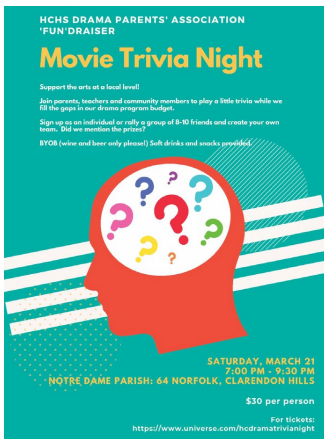


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### Certificate of Excellence in Financial Reporting

District 86 has been awarded the Certificate of Excellence in Financial Reporting (COE) by the Association of School Business Officials International for the Comprehensive Annual Financial Report (CARF) we produced for fiscal year 2019. This certificate is presented to districts that meet the COE program's "high standards for financial reporting and transparency." You can learn more about the certificate and COE program by visiting <http://bit.ly/2S80TZE>. You can access the district's CARF for fiscal year 2019 by visiting <https://d86.hinsdale86.org/Page/938>.





## Movie Trivia Night

On March 21, the Hinsdale Central Drama Parents' Association will be hosting a Movie Trivia Night that will benefit the school's drama program. This adults-only event is open to the entire community, and will be held at Notre Dame Parish (64 Norfolk in Clarendon Hills) from 7 p.m. to 9:30 p.m. Tickets are \$30.

Please visit <http://bit.ly/2UzjnnF> for additional information about the event or to order tickets.



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