

AGENDA
AD HOC LOCAL SCHOOL COMMITTEE
Thursday, May 24, 2018
7:00 p.m.
Burr Ridge Village Hall
Board Room

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. APPROVAL OF MAY 10, 2018 MINUTES**
- 4. DISCUSSION OF ADMINISTRATIVE COMPLAINT FILING**
- 5. DISCUSSION OF ADVISORY REFERENDUM**
- 6. PUBLIC COMMENT**
- 7. OTHER BUSINESS**
- 8. ADJOURNMENT**

DISTRIBUTION:

Trustee Zach Mottl, Co-Chairperson
Trustee Anital Mital, co-Chairperson
Marianne Begy
Adolph Galinski
Vivek Ghai
Alan Hruby
Clair Kovar
Betsy Levy
Cindy Mottl
Paragi Patel
Becky Singh
Doug Pollock, Village Administrator
Scott Uhler, Village Attorney



VILLAGE OF BURR RIDGE

MEMORANDUM

TO: Mayor Straub and Board of Trustees
FROM: Doug Pollock, AICP, Village Administrator
DATE: May 22, 2018
RE: Staff Summary for May 24, 2018 Meeting

At the May 10 meeting, the Local School Committee met and agreed to meet again on May 24, 2018. The primary focus of the May 10 meeting was discussion of the administrative complaint to be filed with the U.S. Department of Education Office of Civil Rights. Below is a summary.

4. Discussion of Administrative Complaint Filing: A draft of the administrative complaint was approved subject to final review by Committee Member Alan Hruby with some minor corrections from Committee Member Betsy Levy. Attached is the final document which was distributed to members along with an overview and a signature page.

The draft complaint was submitted to the Board of Trustees for their review at their May 14, 2018 meeting. There were several compliments from Trustees who noted the extensive and detailed work that went into the preparation of the document. The Board of Trustees also expressed their appreciation for the work of the Local School Committee.

As understood by staff, it is the intent of the Committee for residents to gather signatures with the intent of filing on June 1, 2018 (one week from the May 24 meeting). Further discussion or questions regarding petitions and logistics will be discussed at the May 24 meeting.

5. Discussion of Advisory Referendum: This question was set aside pending the finalization of the administrative complaint document.

MINUTES

LOCAL SCHOOL COMMITTEE MEETING

Thursday, May 10, 2018

CALL TO ORDER

The meeting was called to order by Co-Chairpersons Anita Mital and Zach Mottl at 7:00 PM

ROLL CALL

Present: Co-Chairpersons Anita Mital and Zach Mottl, Committee Members Marianne Begy, Adolph Galinski, Alan Hruby, Clair Kovar, Betsy Levy, Cindy Mottl, Paragi Patel, and Vivek Ghai.

Absent: Committee Member Becky Singh

Also Present: Village Administrator Doug Pollock and Village Attorney Scott Uhler

APPROVAL OF MINUTES

Committee Member Levy made a motion to approve the minutes of the April 19, 2018 meeting. The motion was seconded by Committee Member Mottl and unanimously approved by a voice vote of the Committee.

DISCUSSION OF ADMINISTRATIVE COMPLAINT FILING

Chairperson Zach Mottl began discussion of the administrative complaint noting that intent was to file the complaint with the United States Department of Education Office of Civil Rights.

Mr. Hruby said he believed the intent was to seek balanced enrollment between high schools relative to capacity of each school facility and to equalize curriculum opportunities between schools.

Trustee Mottl said that he wanted to see financial resources used wisely and equitably with equal opportunity for students between schools.

Changes to the draft document were discussed including removal of the portion of the complaint referenced as (e). Mr. Uhler stated that this item is in conflict with item (c). The Committee agreed to remove this item from the draft document.

After further discussion, Committee Member Adolph Galinski made a MOTION to approve the administrative complaint document as modified with final changes to be made by staff with input from Committee Member Hruby. The MOTION was seconded by Committee Member Mottl and unanimously approved by a voice vote of the Committee.

DISCUSSION OF ADVISORY REFERENDUM

It was agreed that further discussion regarding the advisory referendum would be postponed until the administrative complaint was filed.

PUBLIC COMMENT

There were no public comments.

OTHER BUSINESS

The Committee agreed to meet again on Thursday, May 24, 2018 at 7 pm at the Village Hall. There was no other business discussed by the Committee.

ADJOURNMENT

There being no further business, a **motion** was made by Committee Member Begy to adjourn the meeting. The motion was **seconded** by Committee Member Ghai and **approved** by a vote of 10-0. The meeting was adjourned at 8:27 PM.

Respectively submitted,

Doug Pollock
Village Administrator

DP:bp

**Instructions for Circulators of Signatory Sheet for Administrative
Complaint Pursuant to 20 U.S. Code 1703: Denial of Equal Educational
Opportunity Prohibited**

1. Do NOT sign this sheet as a signatory, as you will sign the bottom of this sheet to certify the signatures
2. Provide a brief overview to potential signers based on the information in the 1-page overview
3. Have a copy of the full complaint available for potential signatories to review
4. Have copies of the 1-page overview to leave with signatories upon request
5. Ask signatories to print their information and sign their name on the sheet if they wish to join
6. Print your information and sign each sheet you complete or partially complete
7. DO NOT NUMBER THE SHEETS – turn them in and we will number them before filing
8. Turn in your **original** signatory sheets to Zach Mottl by 05/31/18: text or call at 630-222-4991 to make arrangements
9. Filing will occur on June 1, 2018

This one-page document attempts to provide a BRIEF OVERVIEW of the administrative complaint to be submitted to the Office of Civil Rights. This one-page document is not a substitute for the complaint. Signing the Administrative Complaint, acknowledges having read and understood the complaint in full. The complaint is available in the School Committee folder here: <http://www.burr-ridge.gov/document-center/>

The **Office of Civil Rights (OCR)** enforces Federal civil rights laws that prohibit discrimination in education. The complaint is based on **20 U.S. Code § 1703: Denial of Equal Educational Opportunity Prohibited:** No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by ... (c) the assignment by an educational agency of a student to a school, other than the one closest to his or her place of residence within the school district in which he or she resides, if the assignment results in a greater degree of segregation of students on the basis of race, color, sex, or national origin among the schools of such agency than would result if such student were assigned to the school closest to his or her place of residence within the school district of such agency providing the appropriate grade level and type of education for such student.

Complainants respectfully request that OCR take the following actions

- **Investigate to determine whether** Hinsdale Township High School District #86 is in **violation** of the provisions and requirements under 20 U.S. Code §1703 **and engaging in discrimination** in its policies and practices.
- **Take all necessary steps to remedy any unlawful conduct** identified in this investigation or otherwise on behalf of residents and students within the Hinsdale South High School attendance area, and the District generally, as required by 20 U.S. Code §1703 and any of its implementing regulations.
- **Secure an assurance of compliance** with 20 U.S. Code §1703 from the Hinsdale Township High School District #86, if any violations are found, **as well as full remedies** for the violations found.

Some Key Observations regarding Boundaries and Curriculum

- Boundaries enable many students to attend Central – the school that is farther from their home.
- In D86, 65% of students may choose their public high school. Buffer Zone and Hard Central students have the choice to attend **EITHER** public high school. Hard South students must attend South.
- Under a 2016 petition to extend the middle portion of the Buffer Zone into Hard South, the eastern portion of the Buffer Zone attendance boundary was improperly converted to Hard Central.
- Manipulation of capacity calculations at Hinsdale South. Hinsdale South accommodated 1,920 students in 2005. Today ‘ideal’ enrollment capacity is calculated at only 1,704 students. Significant disparity is seen in Gross Utilization between schools, even when considering ‘ideal’ enrollment capacity.
- 41 courses at Central are unavailable to South. 11 courses at South are unavailable to Central; 56% of students registered in those South courses, were in 2 courses that fulfilled a graduation requirement.
- Central provides students with a full year of high school level Biology prior to enrollment in Advanced Placement (AP) Biology, a standardized course for potential college credit. Further, AP Biology is taught using different textbooks from the same publisher. According to the publisher, Central uses a ‘best-selling’ textbook rigorous enough for Biology majors, while South uses the textbook ‘intended for non-majors or mixed biology courses’. Central students score notably better on the AP Biology exam.
- The Science curriculum at Central presents more flexibility and more opportunities for the students to be prepared for higher level courses. The ‘Physics First’ strategy implemented at South was strategically devised to increase student enrollment in third year science classes, yet provides inferior preparation for the AP Biology exam, and limits access to alternative AP opportunities in Physics.

Signatory sheet for Administrative Complaint Pursuant to 20 U.S. Code 1703: Denial of Equal Educational Opportunity Prohibited

To the Attention of: US Department of Education Office for Civil Rights, Chicago Office

We the undersigned are taxpaying residents who live within the Hinsdale High School District #86 boundary. We have read and agree with the complaint against the District regarding: *Denial of Equal Educational Opportunity due to unlawful fixing of attendance boundaries between Hinsdale South and Hinsdale Central Schools*. We wish to add our name to the list of Complainants and certify we live within the district and are eligible to be considered Complainants in this case.

FIRST NAME	LAST NAME	ADDRESS	DATE	SIGNATURE

Circulator Certification: I hereby certify that every person who signed this sheet did so in my presence and I believe each person is qualified to be a Complainant in this case.

Circulator Signature

Date

Sheet Number:

Circulator Printed Name and Address

U.S. DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS
CHICAGO OFFICE
500 West Madison Street, Suite 1427
Chicago, IL 60661

ADMINISTRATIVE COMPLAINT

COMPLAINANT

_____ [name(s)]
[Address(es)]

BASIS FOR COMPLAINT

The complainants are currently residents in Hinsdale Township High School District #86 with offices located at 55 S. Grant Street, Hinsdale, Illinois 60521 (hereinafter “District”). We reside within the attendance boundaries currently fixed for Hinsdale South High School. Complainants and their children have experienced and continue to experience unlawful discrimination based upon the fixing of unlawful attendance boundaries, the continuation and expansion of those boundaries, and the curricular disparity between Hinsdale Central High School and Hinsdale South High School, the two schools that comprise the District.

These boundaries serve to seclude a predominantly White and notably more affluent population within the Hinsdale Central attendance area. By adhering to these boundaries, the Board of Education has fostered increased demand for housing in the Hinsdale Central attendance area from more affluent homebuyers and a resulting influx of enrollment at Hinsdale Central. The Board of Education is now experiencing a problem of its own making, overcrowding at Hinsdale Central. The Board of Education continues to enhance the educational opportunities at Hinsdale Central High School, while diminishing those at Hinsdale South High School.

In contrast, at Hinsdale South, a school with a population of significantly lower socioeconomic means as well as a notably higher concentration of Black and Hispanic students, there is an abundance of classroom space and building capacity that is increasingly underutilized. There is also a gross disparity in resources, curricular and extra-curricular between the two high schools. The Board of Education’s refusal to adjust boundaries to solve Hinsdale Central’s overcrowding problem evidences its intent to unlawfully insulate any homes in the Hinsdale Central attendance area against being reassigned to the Hinsdale South attendance area, even when that means perpetuating and likely further exacerbating the compromised curricular offerings at Hinsdale South.

PRELIMINARY STATEMENT

1. Complainants file this Complaint pursuant to 20 U.S. Code § 1703 – “Denial of Equal Educational Opportunity Prohibited”.
2. The District has created and maintains an attendance boundary between two high schools in its jurisdiction, Hinsdale Central and Hinsdale South, and implements a student assignment policy that permits discrimination and in practice allows students to be subjected to improper and unequal treatment in violation of 20 U.S. Code § 1703. There are currently two attendance zones, frequently termed "Hard Central" and "Hard South", in which, until a Board policy revision made on June 6, 2016, student residents were previously assigned by district policy to one or the other high school. In addition, there is a third attendance zone, known as the "Buffer Zone", in which resident students have the privilege of choosing which high school to attend. The policy decision made on June 6, 2016, among other changes, conferred the privilege of school choice on students residing in "Hard Central" as well. This policy decision left students residing in "Hard South" as the only ones who are denied the privilege of school choice.
3. Over the last 12 years, successive Boards of Education of the District have watched enrollment at Hinsdale South drop from 1,920 students in 2005 to 1,507 students in 2017 as the minority imbalance between the two high schools has grown. Decision making (or lack thereof) of the past and current of the Boards of Education have established, continued, increased, and exacerbated the discriminatory effects of the attendance boundaries.
4. Residents of the Hinsdale South High School attendance area have repeatedly raised these concerns with the Board of Education of the District. Despite the objections raised by complainants and other residents, the Board of Education has continued and increased the impacts of its discriminatory policy and practices.
5. In order to address this situation, complainants request that the Chicago Office for Civil Rights (hereinafter “OCR”) investigate the Board of Education of the District and find that the Board has acted and continues to act in violation of the requirements and prohibitions of 20 U.S. Code § 1703 and take all necessary steps to remedy any unlawful conduct.

JURISDICTION

6. OCR is responsible for ensuring compliance with, among other issues related to discrimination in education under federal law, the Elementary and Secondary Education Act (hereinafter “Act”) and its implementing regulations and guidelines and its purpose of ensuring "full educational opportunity" for all students in the District. At 20 U.S. Code § 1703, it is specifically provided that the denial of equal educational opportunity by the actions or decision making of a local board of education is prohibited.
7. The complaint is timely as the Board of Education of the District continues to maintain a policy and practice that enables discrimination, and in fact proposes to take action by referendum to further increase and financially fortify its power to engage in cost-inefficient discriminatory practices.
8. The District receives federal financial assistance and is therefore prohibited from discriminating under the above cited law.

STATEMENT OF FACTS

9. The District is comprised of two high schools, Hinsdale Central High School and Hinsdale South High School. The attendance areas of the two high schools, as established by the formal actions of the Board of Education of the District are as shown on Exhibit A attached to this Complaint. One is commonly known as "Hard Central" (the attendance area for Hinsdale Central High School) and the other commonly known as "Hard South" (the attendance area for Hinsdale South High School). There is also a "Buffer Zone" between these two attendance areas (an attendance area lying at the border between Hard Central and Hard South).
10. Until a Board policy change made on June 6, 2016, student residents were previously assigned to either Hinsdale Central or Hinsdale South High School based on the attendance area they lived in, or if they lived in the Buffer Zone, they could choose which school to attend. The policy decision made on June 6, 2016, among other changes, conferred the privilege of school choice on students residing in "Hard Central" as well, i.e. they could choose to attend Hinsdale Central or Hinsdale South. As a result of this policy change, the only resident students in the District that are denied school choice privileges are those residing in the "Hard South" attendance area.
11. This 2016 policy decision by the Board of Education left students residing in "Hard South" as the only ones who were denied the privilege of school choice. The Hinsdale Central attendance area is colored orange, and the Hinsdale South attendance area is colored blue. See attached **Exhibit A**. There is also an area colored grey known as the "Buffer Zone" shown on the map. See attached **Exhibit A**. The Buffer Zone is an area in the District in which resident students historically had a unique power to choose to attend either Hinsdale Central or Hinsdale South as their school. The Buffer Zone has also been an area of controversy for decades insofar as it exists between the "Hard Central" and "Hard South" attendance areas and has been targeted by numerous commentators as an area suitable for reassignment to Hinsdale South to alleviate overcrowding at Central as well as to put unused capacity at Hinsdale South to use. Board meeting videos also show vigorous opposition to such an action from residents of the Buffer Zone.
12. As reported on IllinoisReportCard.com, self-described as, "...the state's official source of information about public schools across Illinois", the student population at Hinsdale Central during the fall, 2017 semester was 2,765 students; at Hinsdale South it was 1,507 students.
13. As shown in **Exhibit B**, enrollment at Hinsdale South has dropped by over 400 students since 2005.
14. There exists an area of substantial size and population in the District whose residents live closer to Hinsdale South yet who are allowed to enroll at Hinsdale Central (hereinafter "The Region"). That area was determined cartographically as is shown in **Exhibit C**, by (1) drawing a green straight line between Hinsdale Central and Hinsdale South, (2) determining the midpoint of that line, and (3) drawing and extending a red perpendicular line through the aforementioned green line. This red line thus divides homes in the District between those closer to Hinsdale Central (the area northeast of the red line) and homes closer to Hinsdale South (the area southwest of the red line). The rest of the red lines circumscribing the area reflect existing boundaries between Hinsdale Central/Buffer Zone and Hinsdale South.
15. School enrollment of students living in The Region yet enrolling at Hinsdale Central is significant. **Exhibit D** is a dot plot of student addresses in The Region reflecting enrollment at Hinsdale Central and Hinsdale South extracted from the District's reply to FOIA 17-55.

16. A FOIA request 17-98 was made to the School District to obtain records to enable a tally of students in The Region enrolled at each school as well a distribution of their race and ethnicity. The response to that FOIA request yielded the following results:

	Hinsdale Central	Hinsdale South
White students	98	16
Asian students	66	1
Black students	6	1
Hispanic students	12	12
Native Hawaiian or Other Pacific Islander	2	0
Two or More Races	5	0
Grand Total	189	20

17. Data drawn directly from IllinoisReportCard.com for the District and its two schools shows the following racial segregation demographics:

	Hinsdale Central	District 86	Hinsdale South	Central/South Disparity (Basis Point)
White Population Percentage	71.4%	65.8%	55.9%	155
Non-White Population Percentage	28.6%	34.2%	44.1%	-155

If the 98 White students in The Region who are attending Hinsdale Central had been assigned to Hinsdale South, the high school closest to their homes, the resulting segregation demographics would look as follows:

	Hinsdale Central	District 86	Hinsdale South	Central/South Disparity (Basis Point)
Revised White Population Percentage	70.3%	65.8%	58.6%	118
Revised Non-White Population Percentage	29.7%	34.2%	41.4%	-118

Thus, the enrollment of these 98 White students who live closer to Hinsdale South but who are enrolled at Hinsdale Central increased segregation of minorities between the schools by 37 basis points. The derivation of the percentages in the tables is shown in **Exhibit E**.

18. A comparison of curricular opportunities appropriate for average and above average students at each school revealed 41 courses with 2,398 registrations available exclusively to Hinsdale Central students during the Fall, 2017 semester. This comparison was based upon the District's response to FOIA 17-80 which requested a listing of all courses offered by the District at each school. These courses are listed in **Exhibit F**. None of these 41 courses were available to the 1,507 Hinsdale South students notwithstanding the fact that there doubtlessly were many for whom these courses would be appropriate.
19. The aforementioned comparison of curricular opportunities also revealed 11 courses with 518 registrations that were available exclusively to Hinsdale South students of average and above average ability during the fall, 2017 semester. 292 of these registrations (56% of total) were in

GeoPhysics and GeoPhysics AR which are requirements for graduation at Hinsdale South. These courses are listed in **Exhibit G**. The list reflects a notable absence of higher level courses comparable to those available exclusively at Hinsdale Central.

20. The District's Attendance Policy presently offers an asymmetric opportunity for students living in the Hinsdale Central/Buffer Zone attendance area to enroll at Hinsdale South but denies the same opportunity for students who live in the Hinsdale South attendance area the opportunity to enroll at Hinsdale Central. This practice clearly denies access to equal educational opportunities for students living in the Hinsdale South attendance area. The District Attendance Policy allows any student in the Hinsdale Central attendance area to choose to attend Hinsdale South. Students residing in the Buffer Zone can elect to attend either high school. Few, if any, make that choice. Those students overwhelmingly elect to attend Hinsdale Central. The District Attendance Policy also provides that students within the Hinsdale South attendance area must attend Hinsdale South High School. See copy of Board Policy 7.31, **Exhibit H**.
21. District administrative staff members recently engaged the community to present information from the Strategic Planning process twice (February 6 and February 12, 2018). Under the watch of the Board of Education and without noticeable objection from any of its members, a series of charts and messaging showed differences in what they defined as "High School Readiness" between students entering Hinsdale Central and those entering Hinsdale South. Their charts averaged the eighth-grade scores for the students from each sender school. See **Exhibit I**. Their analysis and messaging stated that the students entering Hinsdale South were below the targeted level of reading and math, and therefore not ready for high school. The messaging included the following statement by the Principal of Hinsdale Central:

"What you are currently looking at here is the Hinsdale South Students. Eighth grade students preparing to enter in the Fall of 2017. That's our class of 2021, our current freshmen. As you can see, they are below or barely at level of reading and math from the feeder schools feeding into South. At Central, it's a little bit different story. Our students are at or above their reading and math levels as they enter our building in the fall of 2017. Again, this is our last year's eighth grade scores, our current freshman."

The Hinsdale Central Principal's messaging continued:

"The last three years at Hinsdale Central, they are at the reading level and they are at the math level, and you can see the feeder schools, students entering Hinsdale South, are both below reading and below math, as they enter those buildings. So, recognizing this has nothing to do with the current status at South or Central, it's how the students are coming to us."

These statements were made at both public meetings. The use of single average scores for each sender school indicates a failure to consider the range of student performance within each sender school. Messages such as these coming from a public high school administration, without objection from the Board of Education, feed prejudice against sender schools having lower averages and foster labeling of students by where they come from. The entire presentation and messaging was made available by the District for download to the public, until it was deleted.

22. The District has exhibited a notable fluidity in its calculation of Available Capacity at Hinsdale South. As is shown on pages 108 and 109 of the District's Cumulative Annual Financial Report (hereinafter "CAFR"), **Exhibit J**, the square footage of the Hinsdale South Buildings area remained

unchanged from 2008 through 2015 and so did its available capacity (462,508 square feet and 1,875 students respectively). Then in 2016, the reported capacity increased to 1930. It is believed the change was made to conform to an Architectural Master Facilities Plan, **Exhibit K**, performed by architectural firm ARCON Associates, Inc. (hereinafter ARCON), commissioned in advance of the District's failed April, 2017 tax referendum. The capacity calculation in the CAFR remained at 1,930 in 2017 together with a reported drop in South Building square footage to 429,815 which also tracks with the Architectural Master Facilities Plan. It is believed that the Board of Education's proposed April, 2017 tax referendum failed in large part due to opposition from South attendance area voters to increasing the capacity of Hinsdale Central by more than 55,000 square feet to accommodate its burgeoning enrollment while capacity for 400 or more students was going unused at Hinsdale South.

23. Footnote (a) on page 108 of the CAFR reads in part, "The capacity number is calculated by taking the total teaching stations teaching stations (stet) multiplied by class size then multiplied by 80 percent efficiency rate." The note further goes on to say that ARCON updated its capacity calculation of Hinsdale South to 1,775, reducing it from 1,930. **Exhibit L** is a screen shot from the Board's video of their October 2, 2017 showing the architect's derivation of the new number. The calculation aligns with the description given in the CAFR. However, there was a drop of eight Teaching Stations, from 96.5 to 88.5.
24. During the October 2, 2017 presentation, ARCON's presenting architect explained why seven of those Teaching Stations were dropped from the count:

"We know that two of those spaces were because during the Master Planning Process there were two spaces that were identified as being available for class which in fact were actually being used as offices...the other five were spaces that represent a difference in use compared to what you were doing two to two and a half years ago, and what you are doing, how you are using those spaces today."

The plain significance of these words is that if Hinsdale South was no longer using a particular space for classes, it was dropped from the capacity calculation. That is regardless of the reason the space was not being used for classes. It is noteworthy that if those seven spaces were added back in, capacity would increase by 140 spaces (i.e., 7 teaching stations x 25 average class size x 0.8 efficiency). Then if you add 140 to the revised capacity calculation of 1,775, you get a capacity of 1,915 which is only 15 spaces less than the 1930 reported in the CAFR for 2017. So, if those 7 spaces were repurposed as classrooms, converted back to their likely original use, capacity would have remained almost unchanged.

25. Under the watch of the Board of Education and without noticeable objection from any of its members, District administrative staff members presented their own version of capacities at Hinsdale South and Hinsdale Central issuing a report entitled, "Building Use and Space Utilization Study" (hereinafter "Building Study"). They calculated a "Target Enrollment Cap" which was a summation of room capacities across each entire school. For Hinsdale South, they calculated the Target Enrollment Cap as 2,131 which they describe as a condition that would exist, "...such that every classroom were used every period and every class had the exact target enrollment..." As has been reported in the local press, 80% of that number, or 1,704 students, is now being touted by the Board of Education as the "ideal enrollment" for Hinsdale South. See **Exhibit M** as an example in which a reporter for the Chicago Tribune-affiliated local newspaper states, "South, which is a smaller school physically, had 1,518 enrolled as of Sept. 30, which is 186 students below what's considered its ideal enrollment."

26. The District's Building Study contains floor plans of each school in which all rooms are identified as to their use. At Hinsdale Central, a school serving 2,765 students, 130 rooms are identified as classrooms and 14 rooms are identified as office/conference spaces. At Hinsdale South, a school serving 1,507 students, 93 rooms are identified as classrooms and 24 rooms are identified as office/conference spaces. So, in the aftermath of an enrollment decline of over 400 students, over 20% of the rooms at Hinsdale South are currently being classified as office/conference spaces and being removed from the school's student capacity calculation. Aside from the question of how usable these 24 office/conference spaces would be as classrooms, according to the District's own Room Utilization Report supplied in response to FOIA 17-80, three of these supposed offices were actually used for academic purposes during the fall, 2017 semester (Rooms 258, 309 and IMC) and yet their reported capacities of 28, 28 and 25 respectively were excluded from the calculation of the Building Study's Target Enrollment Cap.
27. Unlike the ARCON calculation of school capacity which increased Hinsdale South capacity by 162 students due to Physical Education classes, the District's Building Study totally ignores the impact of Physical Education upon alleviating demand for academic classroom space. It's derivation of 2,131 as the absolute full capacity for Hinsdale South does not recognize that if the school enrollment truly was at 2,131, not all academic classroom space would be taken up during each period because 162 of those students would be in the gym, except of course during lunch hours when an even greater number would be in the cafeteria.
28. The District's Building Study contains the following table showing that Hinsdale South has 309 gross square feet of building space per student. The study also provides comparable statistics for seven "peer institutions" as well. **Exhibit N** is an extract from that report showing these findings.

School	Gross Square Feet (GSF)	Student Enrollment	Gross Utilization GSF/ Student
Glenbard West	393,425	2,357	167
Hinsdale Central	472,524	2,799	169
Glenbard East	428,158	2,294	187
Glenbard North	424,530	2,272	187
Willowbrook	511,000	2,002	255
Addison Trail	525,000	1,970	266
Glenbard South	332,373	1,191	279
Hinsdale South	468,458	1,518	309

If enrollment at Hinsdale South were increased to 1,704, the Board of Education's claimed "ideal" enrollment for that school, not only would enrollment still fall short of what it was in 2005 by more than 200 students, but there still would be 275 square feet of building space per student (468,458/1704) at that school, just 4 feet per student less than Glenbard South's 279 square feet per student. Context for the abundance of building space at Hinsdale South, both currently and if hypothetically enrollment there were raised to 1704 is provided on Page 29 of the District's Building Study (**Exhibit O**):

"According to the February 1, 2015 *School Planning and Management, 20th Annual School Construction Report*, the median new high school in Illinois includes approximately 198 square feet per student."

Given an enrollment boost to 1,704, Hinsdale South's 275 square feet per student would still be 77 square feet per student greater than the average new high school in Illinois.

29. The Hinsdale District 86 has a formal policy committee, which considers and discusses possible policies or changes to policies before they are considered by the full Board of Education. This Policy Committee held a meeting on May 10, 2016, in part to consider changes to School District Policy 7:31 regarding attendance areas. At the meeting, the Policy Committee Chairperson read aloud the policy revisions being considered, emphasizing that there were two – (1) the addition to the Buffer Zone of an area that had been petitioned, and (2) the privilege of high school choice currently enjoyed by the Buffer Zone would now be granted to all of the Hinsdale Central attendance area. The Chairperson then requested the Superintendent to read aloud the changes to the boundaries, which he did, though he failed to note that there were additional boundary changes embedded in this policy revision which had not been publicly discussed. Neither the Policy Committee Chairperson nor the Superintendent pointed out that approximately one-third of the Buffer Zone, a portion of Burr Ridge, in place since 1991, was being eliminated and absorbed into the Hinsdale Central attendance area.
30. Following this Policy Committee meeting, at its May 16, 2016 meeting, the Board of Education was to introduce this proposed policy change with a first reading, as is the Board procedure. The Board discussed that the Policy Committee held a meeting to discuss the changes and announcing “[the Board is] not going to recite the language in the proposed policy that is very specific describing what the amended Buffer Zone is.”
31. Following a first reading of a proposed policy change at a Board meeting, a policy can be acted on by the Board of Education and adopted at a subsequent meeting. This Policy amendment was then considered by the Board of Education at its next meeting, on June 6, 2016. The amended Policy was approved by the Board without being read into the record and without the details of the amendment being shared publicly at the meeting. The amended policy was simply posted on BoardDocs (www.boarddocs.com) after it was passed.
32. This amendment to Board Policy 7:31 changed the School District attendance boundaries. Notably, it did not merely expand the Buffer Zone Area as the request for amendment indicated. The new Buffer Zone boundary as amended by the Board of Education on June 6, 2016 removed an area previously in the Buffer Zone and moved it into the Hinsdale Central attendance area permanently.
33. The District thus redrew attendance boundaries to move more area and students from the Buffer Zone, an area having exposure as a possible choice for reassignment to Hinsdale South, and into the Hinsdale Central attendance area. The reading of the new policy was not made public. The area in question was one also served by Hinsdale District 181 Elementary and Middle Schools. On March 27, 2017 in response to FOIA 17-11, the District provided a reply that offered a map recognizing both aspects of the boundary changes they made on June 6, 2016. See **Exhibit P** to see the map as extracted from their reply.
34. In a presentation to the Board of Education on January 23, 2017 discussing District science curriculums, the Chairperson of the Hinsdale Central science department made the following comment regarding Hinsdale South’s Physics-Chemistry-Biology (PCB) science curriculum:

“...So, at Central we did not have to increase our junior year enrollment. We were already up at 98%. So, we didn’t have the same question being posed to Central, but (South’s), if you go back to the group of slides pre-PCB, (their) enrollment in junior year was down to like 80%. Well, a lot of colleges will say, three years of

science, one of which is a life science. By moving life science to junior year, you can almost guarantee that students are going to enroll in that third year. No one's going to leave high school without having taken Biology. So, it was very strategic in terms of their placement there. Did we have that need at Hinsdale Central? No, that wasn't a concern for us."

35. Both Hinsdale Central and Hinsdale South offer Advanced Placement (AP) Biology, in which students can earn college credit through a standardized exam. Hinsdale Central does not allow students to enroll in AP Biology without having taken a high school level Biology course. Hinsdale South enrolls students in AP Biology who have not taken a life sciences course since middle school. See extracts from the Hinsdale Central and Hinsdale South Programs of Studies, **Exhibit Q**.
36. Each school's AP Biology classes use textbooks from the same publisher, however they use distinctly different textbooks. Hinsdale Central uses Campbell Biology in Focus, 2nd edition. As described by the publisher, on the publisher's website: 'In 930 text pages, the best-selling "short" textbook, Campbell Biology in Focus, emphasizes the essential content, concepts, and scientific skills needed for success in the college introductory course for biology majors.' **Exhibit R**. Hinsdale South uses Campbell Biology: Concepts & Connections, 9th edition. As described by the publisher, on the publisher's website: 'Intended for non-majors or mixed biology courses.' **Exhibit S**.
37. According to the District's response to FOIA 17-39, at Hinsdale Central in 2016 there were 69 students in their AP Biology class, 63 took the test and 60 scored a 3, 4, or 5 on the exam. 95% passed the exam. At South in 2016 there were 148 students enrolled in AP Biology, 137 took the test and 95 scored a 3, 4 or 5. 69% passed.
38. Hinsdale South offers two science tracks for average and above average freshmen, GeoPhysics and Physics Honors respectively. During fall, 2017 there were 92 students out of a class of 340 freshmen (27%) who enrolled in the higher-level course, Physics Honors. Having enrolled in this course, these 92 freshmen will now be denied access to AP Physics 1 and, as a result, AP Physics 2 (even if that course would be offered at Hinsdale South). See extract from Hinsdale South Program of Studies, **Exhibit T**. The only subsequent AP Physics Course that these 92 freshman will be able to take is AP Physics C which is a full year, Calculus-based Physics course equivalent to one offered at a fully accredited engineering school. It is notable that during the same semester only 34 students at Hinsdale Central actually enrolled in AP Physics C. That's just 5% of the 666 seniors the Hinsdale Central reported on its annual report card in contrast to the 27% of Hinsdale South freshman who have been deemed ineligible for any AP Physics course other than AP Physics C.
39. At Hinsdale Central, students are allowed to consider and elect the path to Physics Advanced Placement that they prefer as *their high school years pass*. During the Fall, 2017 semester 221 Central students realized that AP Physics 1, a full-year, Algebra-based Physics course equivalent to a one-semester course in mechanics at a non-engineering college, was a course they chose without having to meet prerequisites, to take. Unlike Hinsdale South, Hinsdale Central imposes no restriction to enrollment in this class based on a student having taken a previous science course. In contrast to the enrollment of 221 Central students in AP Physics 1, at Hinsdale South, where only the average track students who enrolled in GeoPhysics as freshmen can later enroll in AP Physics 1, there were only 24 registrations during Fall, 2017.
40. During the Fall, 2017 semester 42 students at Hinsdale Central enrolled in AP Physics 2, a full-year, Algebra-based Physics course equivalent to a one-semester course in electricity and

magnetism at a non-engineering college. The course was not offered at Hinsdale South. In fact, it appears that AP Physics 2 has never been offered at Hinsdale South. The District's reply to FOIA 17-39 fails to cite even one student from Hinsdale South to have ever sat for the AP Physics 2 exam since its national inception as an AP course in the 2014-2015 school year. It is believed that the reason for the absence of an AP Physics 2 course at Hinsdale South is because its serial prerequisites would make the course virtually inaccessible. As stated in paragraph 35, AP Physics 2 is the second AP Physics course that is unavailable to students who took Physics Honors as freshmen. So, even if it were offered, it would be open only to regular track students who managed to complete four science classes in three years (GeoPhysics, Chemistry, Biology and AP Physics 1). AP Physics 2 would be their fifth science course in high school. In contrast, at Central no student is disqualified for AP Physics 2 based on prior coursework, and students can qualify with only three prerequisites (Biology, Chemistry, and either Traditional Physics or AP Physics 1).

LEGAL ALLEGATIONS

41. As outlined in the Statement of Facts above, the District has expanded the scope of the violations and continue to make decisions that are in violation of the requirements of 20 U.S. Code §1703.
42. The requirements and provisions of the Elementary and Secondary Education Act ("Act") directly apply to the violation(s) of 20 U.S. Code §1703 by the creation, implementation, and perpetuation of a policy and practice creating and expanding an attendance area including the "Buffer Zone" in which resident students who live closer to Hinsdale South can elect to attend Hinsdale Central.
43. The provisions of subsections (c) and (e) of 20 U.S. Code § 1703 relate to and appear to directly apply to the conduct of the Board of Education here.
44. Subsection (c) has the most direct relation to the conduct of the Board of Education here regarding the establishment, continuation and increase to a special attendance zone that has resulted in many more students attending one high school than the other with the result that the racial/ethnic makeup and disproportionality at Hinsdale South High School continues to increase.

"20 U.S. Code § 1703 - Denial of Equal Educational Opportunity Prohibited § 1703.

No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by—

- (a) the deliberate segregation by an educational agency of students on the basis of race, color, or national origin among or within schools;
- (b) the failure of an educational agency which has formerly practiced such deliberate segregation to take affirmative steps, consistent with part 4 of this subchapter, to remove the vestiges of a dual school system;
- (c) the assignment by an educational agency of a student to a school, other than the one closest to his or her place of residence within the school district in which he or she resides, if the assignment results in a greater degree of segregation of students on the basis of race, color, sex, or national origin among the schools of such agency than would result if such student were assigned to the school closest to his or her place of residence within the school district of such agency providing the appropriate grade level and type of education for such student;

(d) discrimination by an educational agency on the basis of race, color, or national origin in the employment, employment conditions, or assignment to schools of its faculty or staff, except to fulfill the purposes of subsection (f) below;

(e) the transfer by an educational agency, whether voluntary or otherwise, of a student from one school to another if the purpose and effect of such transfer is to increase segregation of students on the basis of race, color, or national origin among the schools of such agency; or

(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

45. The Board of Education just recently proposed a referendum to borrow millions of dollars in order to add on to and expand the physical facilities at Hinsdale Central, further adding to the disparity between Hinsdale South and Hinsdale Central.

46. The Board of Education has engaged and is engaging in the unlawful and discriminatory grant of preferential treatment to students residing in the Hinsdale Central/Buffer Zone attendance area,

(a) It provides a more fulsome array of curricular support and offerings at Hinsdale Central High School in comparison to those available at Hinsdale South High School. See Paragraphs 18-19, above.

(b) It grants school choice privileges to students residing in the Hinsdale Central/Buffer Zone attendance area while denying them to students residing in the Hinsdale South attendance area, thus keeping those students out of Hinsdale Central. The District now has a school enrollment process that has been decoupled from geography for 64.7% of its students (2765 Central students/4272 total students). Those are the students with choice; they can enroll wherever they choose. For the remaining 35.3% of its students (1507 South students/4272 total students) there is no choice; they must enroll at Hinsdale South. School enrollment in the District is not about Central or South. It's about "Choice" and "No Choice". Furthermore, it is the student population that has more Black and Hispanic students, the population that also happens to be 31% low income, that has no choice. Any claim that the Board may assert in answer to this complaint that by giving school choice to a predominantly White and more affluent segment of the student population somehow relieves it of the legal responsibility to comply with 20 U.S. Code § 1703 should be denied. School choice is not universal in Hinsdale Township High School District #86. As long as the School Board oversees their system of Choice and No Choice, it must bear the responsibility for the segregationist consequences. See Paragraph 20, above.

47. The Board of Education has further engaged in a deceptive pattern of conduct aimed at making prejudicial insinuations regarding the high school preparedness of Hinsdale South students as well as insulating homes in the Hinsdale Central attendance area against being reassigned to the Hinsdale South attendance area, even when that means perpetuating and likely further exacerbating the compromised curricular offerings at Hinsdale South.

(a) Through its Administration, the Board of Education has engaged the community with presentation materials that accentuate differences between sender schools through the display of average scores on Reading and Mathematics tests. Use and continued use of single average scores for each sender school demonstrates their failure to consider the range

of student performance within each sender school. This line of thinking fosters a curriculum that denies qualified Hinsdale South students equal access to academic programs aligned to their abilities. This presentation tactic also communicates a bias that tells students, parents, and the community that children feeding into Hinsdale South are lower-achievers and don't need programs equivalent to those at Hinsdale Central. Not considering the range of student performance denies qualified Hinsdale South students equal access to academic programs aligned to their abilities. See Paragraph 21, above.

(b) In an attempt to quell community demand to put unused facilities at Hinsdale South to use, The Board of Education is perpetuating a myth that the ideal enrollment at Hinsdale South is only 1704, a number based on an unsubstantiated need to reserve 24 rooms (more than 20% of the total) as office/conference spaces even after their architectural firm's public revelation that the District has historically repurposed rooms at South to serve nonacademic uses and thus removed them from the capacity calculation. Furthermore, the District is neglecting the beneficial impact of Physical Education classes in offsetting demand for academic classrooms. See Paragraphs 22-28, above.

(c) The District has engaged in the surreptitious reassignment of an area in the district into the Hinsdale Central attendance area without informing the public of the nature of its activity. See Paragraphs 29-33.

48. The Board of Education oversees an unlawful inequity in science curriculums between Hinsdale Central and Hinsdale South. See Paragraphs 34-40.

(a) The Hinsdale Central curriculum provides students with a full year of high school level Biology instruction prior to their enrollment in AP Biology and employs more rigorous study materials to instruct students. As a result, Central students score notably better on the AP Biology examination.

(b) The assignment of 27% of Hinsdale South freshmen to Physics honors deprives them of the opportunity to take and obtain college credit for AP Physics 1 and AP Physics 2. What general admission public high school in America expects that 27% of its seniors to be taking both AP Physics C and its corequisite Calculus? That's more than 5 times the percentage of Hinsdale Central students that enrolled in AP Physics C, one of the highest performing schools in the state of Illinois. Sadly, if those Hinsdale South freshmen enrolled in Physics Honors don't make it to AP Physics C as seniors, enrollment in Physics Honors will become a Trojan Horse gift, marking their one and only Physics course at Hinsdale South. Four years from now when these Hinsdale South freshmen enter college, they will notice how many of their classmates are starting out ahead of them in both AP credits and course placement, college classmates from other high schools (including Hinsdale Central) that granted them access to AP Physics 1 and AP Physics 2.

(c) The Hinsdale Central curriculum provides an accessible pathway to AP Physics 2. Students at Hinsdale Central can choose AP Physics 1 as juniors, and if successful there, can opt to take AP Physics C as seniors. On the other hand, after finishing AP Physics 1, if some students don't feel ready for AP Physics C in their senior year, they can enroll in AP Physics 2. 42 of them did in fall, 2017. At Hinsdale South there is no reasonably accessible pathway to AP Physics 2, and that explains why the course is not even offered there.

RELIEF REQUESTED

49. Complainants respectfully request that OCR take the following actions¹:

(a) Investigate to determine whether Hinsdale Township High School District #86 is in violation of the provisions and requirements under 20 U.S. Code §1703 and engaging in discrimination in its policies and practices.

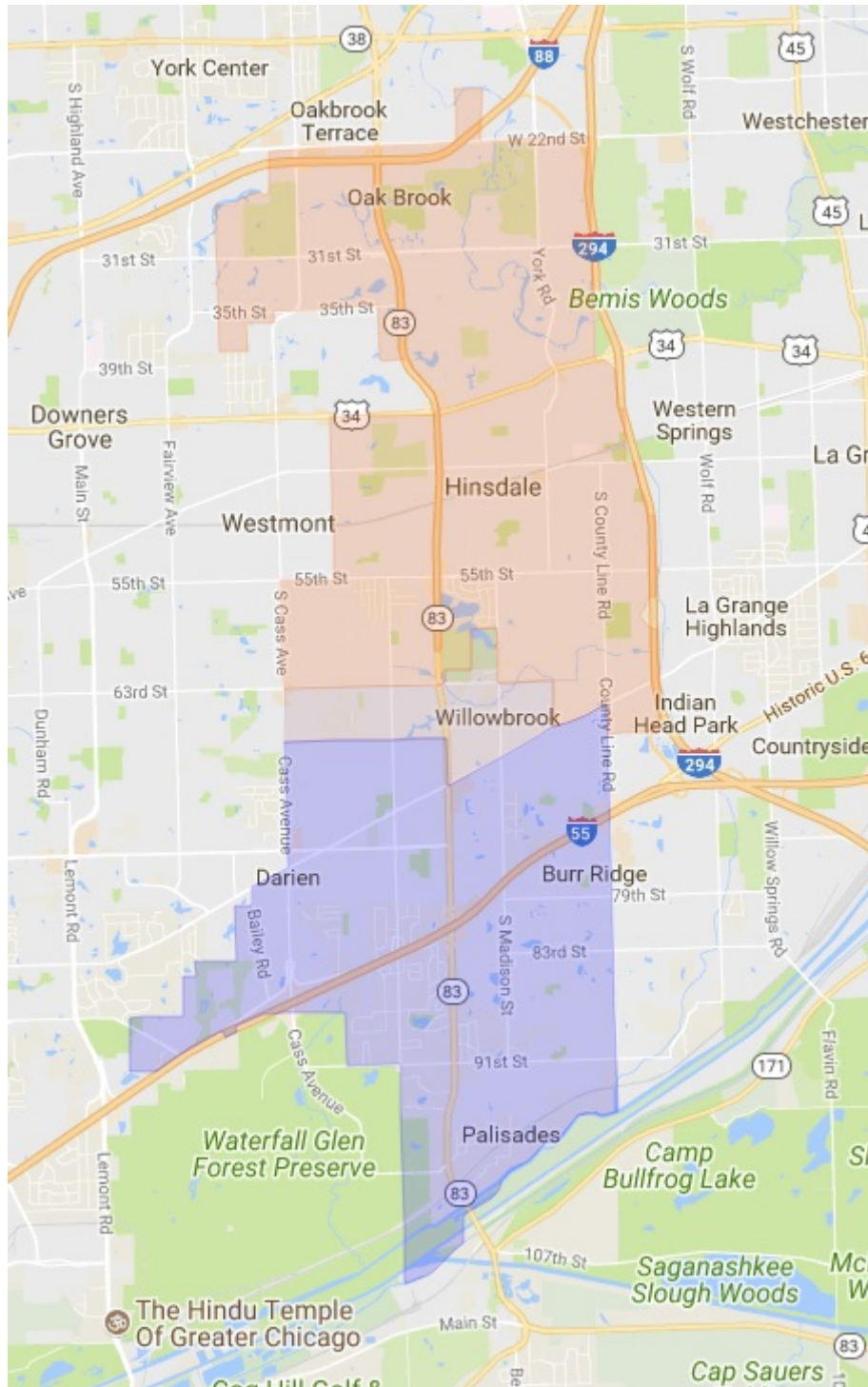
(b) Take all necessary steps to remedy any unlawful conduct identified in this investigation or otherwise on behalf of residents and students within the Hinsdale South High School attendance area, and the District generally, as required by 20 U.S. Code §1703 and any of its implementing regulations.

(c) Secure an assurance of compliance with 20 U.S. Code §1703 from the Hinsdale Township High School District #86, if any violations are found, as well as full remedies for the violations found.

Respectfully submitted,

¹ There have been multiple solutions to these issues and concerns offered by residents of the Hinsdale South High School attendance area, which have all been rejected, including opening the boundaries equally for all students to choose which school to attend; mandating one school to be a freshman/sophomore campus, while the other one to be junior/senior campus making the student population mirror the community providing equal education for all; and revising the attendance boundary between the schools to alleviate overcrowding at Hinsdale Central and put unused capacity at Hinsdale South to use as long as doing so would assure equal curriculums, academic rigor and extra-curricular activities at both schools without violating the law.

Exhibit A



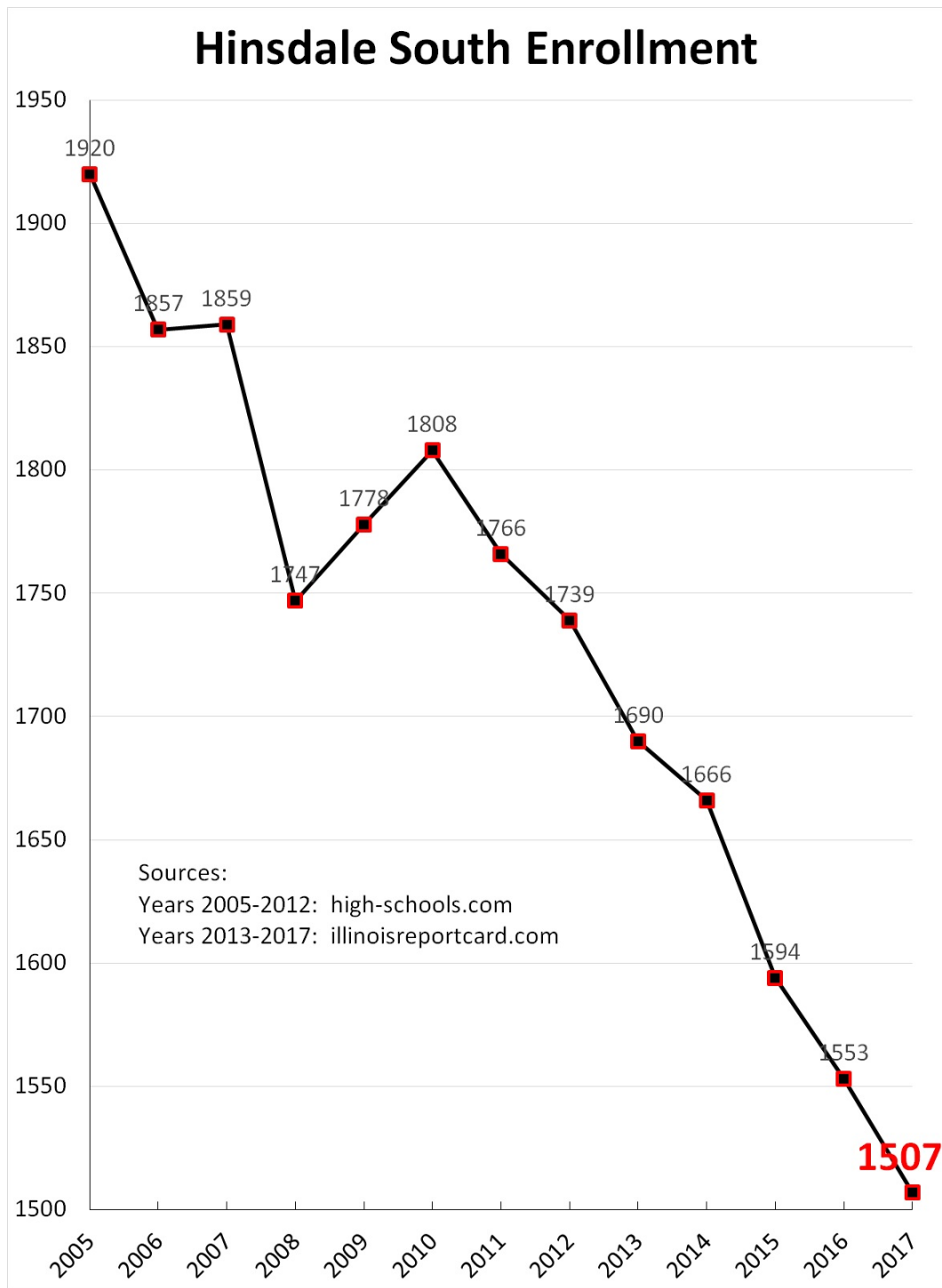


Exhibit C

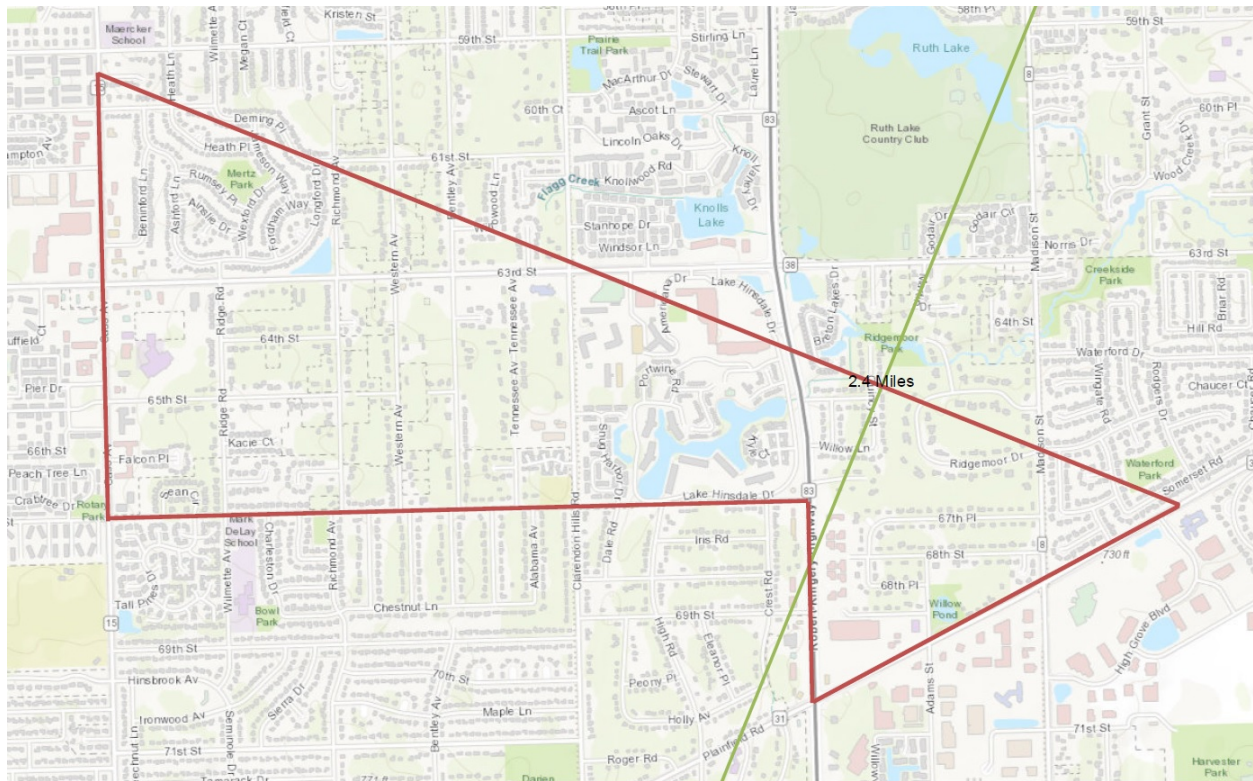
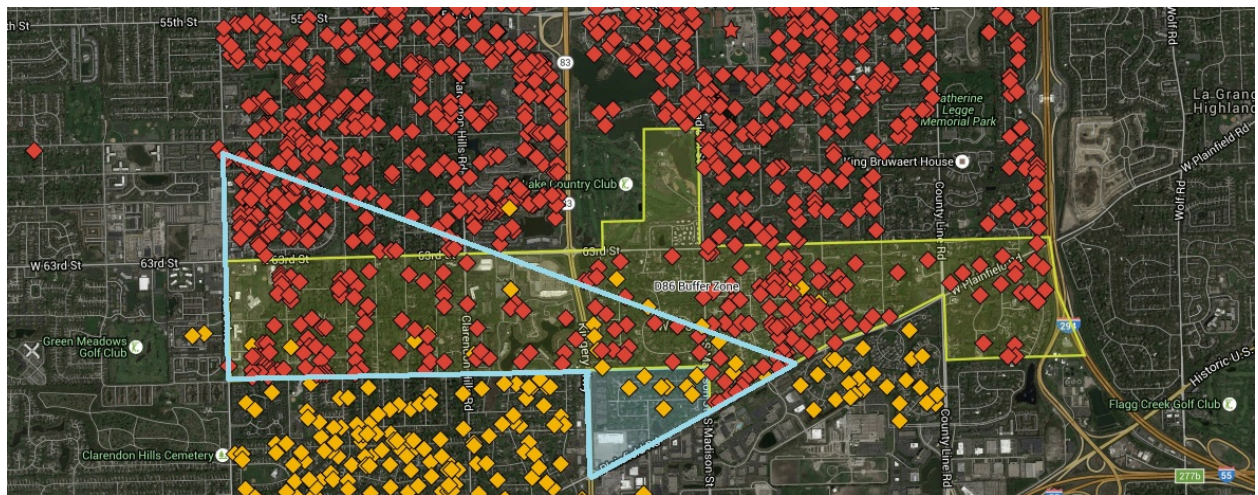


Exhibit D



Per IllinoisReportCard.com:

Total Number of Students at Hinsdale Central	2765
Percentage of White Students at Hinsdale Central	71.4%
Percentage of Non-White Students at Hinsdale Central	$100\% - 71.4\% = 28.6\%$
Derived Number of White Students at Hinsdale Central	$2765 \times 71.4\% = 1974$

Total Number of Students at Hinsdale South	1507
Percentage of White Students at Hinsdale South	55.9%
Percentage of Non-White Students at Hinsdale South	$100\% - 55.9\% = 44.1\%$
Derived Number of White Students at Hinsdale South	$1507 \times 55.9\% = 842$

Subtract 89 White Students from Hinsdale Central and add to Hinsdale South:

Revised Total Number of Students at Hinsdale Central	$2765 - 98 = 2667$
Revised Number of White Students at Hinsdale Central	$1974 - 98 = 1876$
Revised Percentage of White Students at Hinsdale Central	$1876/2576 = 70.3\%$
Revised Percentage of Non-White Students at Hinsdale Central	$100\% - 70.3\% = 29.7\%$

Revised Total Number of Students at Hinsdale South	$1507 + 98 = 1605$
Revised Number of White Students at Hinsdale South	$842 + 98 = 940$
Revised Percentage of White Students at Hinsdale South	$940/1605 = 58.9\%$
Revised Percentage of Non-White Students at Hinsdale South	$100\% - 58.9\% = 41.1\%$

**District 86 Courses Suitable for Average and Above Average Students
Offered Exclusively at Hinsdale Central During Fall, 2017 Semester**

	Course #	Registrations	
Art			
Jewelry, Metal and Glass*	5351	22	
Advanced Jewelry, Metal and Glass Honors	5363	2	
			<hr/> 24
Business			
Accounting*	6170	56	
Accounting Honors*	6180	45	
Investment Planning*	6111	100	
Sports Marketing	6183	24	
			<hr/> 225
English			
Journalism 1	1651	11	
Newsmagazine Journalism Honors	1660	10	
Newsmagazine Online Journalism Honors	1665	20	
British Literature I	1581	60	
British Literature II	1591	40	
U.S. Literature & Composition	1300	38	
Senior Literature	1491	23	
			<hr/> 202
Family & Consumer Sciences			
Fashion Merchandising*	6571	37	
Single Survival	6441	34	
			<hr/> 71
Music			
Concert Orchestra	5680	24	
Concert Orchestra Honors	5684	26	
Symphony Orchestra	5690	9	
Symphony Orchestra Honors	5695	27	
Chamber Orchestra Honors	5700AN	18	
Orchestra Winds and Percussion	5870BN	28	
Jazz Lab Honors	5679BN	57	
Jazz Ensemble Honors	5675AN	12	
			<hr/> 201
Science			
General Biology	3700G	207	
Biology Honors	3720	204	
General Earth Science	3740G	155	
Earth Science Honors	3760	119	
Chemistry/Physics 1	3800	132	
Themed Chemistry	3810	137	
Themed Physics	3900	109	
Meteorology and Astronomy	3771	136	
AP Physics 2*	3950	42	
			<hr/> 1,241
Social Studies			
Western Civilization	2261	56	
East Asian Studies*	2241	76	
Philosophy Honors*	2393	32	

			<hr/>	164
World Languages				
Etymology*	4371	17		
French 4 Honors	4145	27		
Latin 3 – 4 Caesar/Vergil	4360	50		
AP Spanish Literature	4565	13		
Spanish 5 Honors in Latin American Studies	4550	99		
Introduction to Spanish	4505	64	<hr/>	270
			<hr/>	
			<hr/>	2,398

*Courses listed in Hinsdale South Program of Studies but not offered during fall, 2017 semester.

Exhibit G

District 86 Courses Suitable for Average and Above Average Students

Offered Exclusively at Hinsdale South During Fall, 2017 Semester

	<u>Course #</u>	<u>Registrations</u>	
Art			
Glass Workshop	5561	16	
Animation & Cartooning	5591	14	<u> </u>
			30
English/Social Studies			
Writing Workshop	1611	16	
Humanities (2 period/2 credit English/Social Studies course)	2260	28	
American Studies (2 period/2 credit English/Social Studies course)	1360	61	
Psychology RISE	2530	20	<u> </u>
			125
Music			
Varsity Bass Chorus	5860	3	
Varsity Bass Chorus Honors	5870	2	<u> </u>
			5
Science			
Concepts in Chemistry	3850A	66	
GeoPhysics	3640	197	
GeoPhysics AR	3610A	95	<u> </u>
			358
			<u> </u>
			518



Book	Board Policy Manual
Section	7 - Students
Title	Attendance: School Attendance Areas
Number	7: 31
Status	Active
Adopted	July 1, 1986
Last Revised	June 6, 2016

As authorized under the School Code, the Board shall establish attendance boundaries for each attendance center in the District and may adjust attendance boundaries as necessary. Students eligible to attend the Hinsdale High Schools shall be assigned to an attendance center on the following basis:

Hinsdale South	All students residing within the District 86 portions of Elementary Districts 61, 62, 63 and 180 shall be assigned to Hinsdale South.
Hinsdale Central	All students residing within the District 86 portions of Elementary Districts 53, 60 and 181 shall be assigned to Hinsdale Central. As a means of easing overcrowding at Hinsdale Central, effective beginning with the 2017-2018 school year, any student assigned to Hinsdale Central may elect to attend Hinsdale South. The Superintendent shall develop procedures to administer this policy.
Buffer Zone	Students who reside in an area as described below and enter a District 86 school for the first time after June 6 2016 shall have the option of attending either Hinsdale South or Hinsdale Central, starting in August 2016. Schools should be notified by December 1 of the preceding year of the student's choice. Exceptions to the deadline date may be made for transfers from other districts or late "move-ins." Once a student in the Buffer Zone has elected his/her choice of attendance center, the student may make no further changes during his/her high school years.

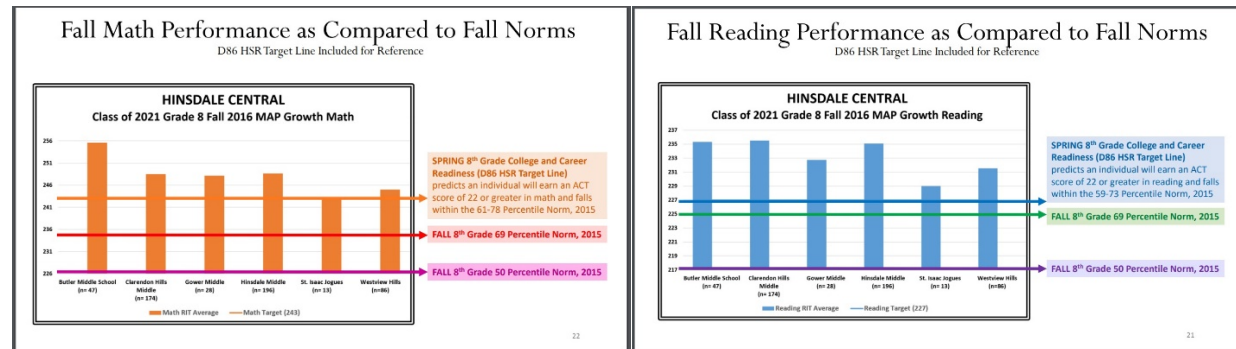
Buffer Zone: The area is bounded on the west by Cass Avenue (east side) and on the east by Garfield Street (west side). The northern boundary line extends along the south side of 63rd Street (Cass Avenue to Madison Street), with an inclusion of the area north of 63rd Street to include Godair Circle and the section of Ruth Lake Country Club that is in the Gower 62 School District. The northern boundary further extends along the line of 63rd Street (south side) between Madison and Garfield Avenue (west side). The southern boundary extends east of Cass on 67th Street (south side) to Route 83, south along the east side of Route 83 to Plainfield Road (north side), then northeast on Plainfield Road to Garfield Street.

The Superintendent shall determine the assignment of eligible students to the appropriate attendance center in accordance with this policy, other policies of the Board, and state laws and regulations. The Superintendent may, in his/her sole discretion, grant requests for student assignments or transfers to a different attendance area as authorized under Board policy 7:30 (*Student Assignment and Intra-District Transfer*)

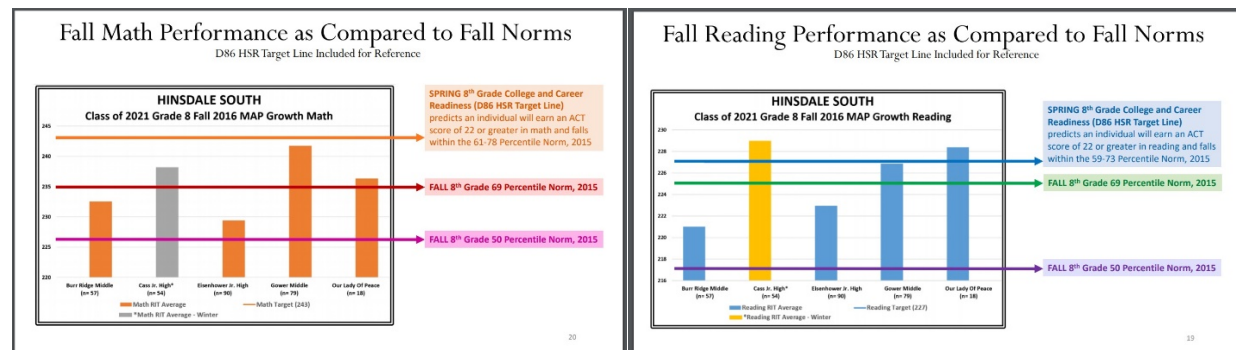
ADOPTED:	July 1, 1986
REVISED:	January 14, 1991
RENUMBERED:	February 19, 2014
REVISED:	June 6, 2016

Legal	105 ILCS 5/10-21.3, 10-21.3a, and 10-22.5
Cross References	7: 30* - Assignment and Admission: Student Assignment and Intra-District Transfer

Hinsdale Central Sender School Scores



Hinsdale South Sender School Scores



Hinsdale Township High School District No. 86
School Building Information
Last Ten Fiscal Years

	2017	2016	2015
Hinsdale Central High School (1947)			
Buildings (square feet) ^d	460,139	478,425	478,425
Available capacity (students)	2,490	2,490	2,650
Enrollment (students housed)	2,766	2,792	2,792
Hinsdale South High School (1965)			
Buildings (square feet) ^d	429,815	462,508	462,508
Available capacity (students)	1,930	1,930	1,875
Enrollment (students housed)	1,507	1,595	1,653
Hinsdale Twp HSD 86 Adult Opportunities Program ^c			
Buildings (square feet) ^{d,e}	8,700	N/A	N/A
Available capacity (students) ^f	42	N/A	N/A
Enrollment (students housed)	45	28	30

^{a, b} As of June 30 of that fiscal year

^a Student capacity was updated by ARCON Associates when the Board approved the Master Facilities Facilities Plan in January 2016. The capacity number is calculated by taking the total teaching stations multiplied by class size then multiplied by 80 percent efficiency rate. ARCON updated ARCON updated capacity calculations at the October 2, 2017 Facilities Committee meeting as follows: as follows: Hinsdale Central 2,622 and Hinsdale South 1,775.

^b Enrollment numbers have been updated to reflect the fall housing report that is compiled by the Illinois State Board of Education. The report can be found at: <https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx>.

^c The Adult Opportunities Program (aka Transition Center) was assigned its own RCDTS number for the number for the 2014-15 school year.

^d The Transition Center renovation was completed in the summer of 2016. The space was opened for opened for students in the fall of 2016. Prior to that, the program met in leased space.

^e Buildings (square feet) was updated based on the the master facility plan refresh completed by by ARCON Associates in 2016.

^f Capacity is determined by educational needs of the students. Not all students enrolled in the Adult the Adult Opportunities Program attend the Transition Center building. The District leases additional space to meet program needs.

Source of information: District building and enrollment records

Facility Committee Refined Priorities and Approach to a Master Facility Plan

Following the September 14th presentation by the Steering Committee to the Board of Education, the Board created a Superintendent's Advisory Group, giving the Group the assignment of refining the MFP and investigating options that might roughly correspond to budget targets of \$25, \$50, and \$100 million. The Advisory Group presented their investigations to the Board on October 27th. Over the next two months, the Facilities Committee then shaped the Board's priorities (refer to the appendix) grounded in the educational needs of the District, and further refined the MFP options. On January 4, 2016 the Facility Committee presented the refined version the Master Facility Plan, to the Board of Education. The Plan presented to the Board represented an evolution in the Facility Committee's approach to the MFP, acknowledging the Plan as a roadmap for the continual improvement of the HTHSD 86 facilities in support of continually evolving educational needs, not restricted by, or driven toward, preconceived budget limits.

Program Metrics

	SOUTH HS	CENTRAL HS
Student Population Fall 2015 (vs 2010)	1,618 (1,840)	2,841 (2,722)
Existing # of Teaching Stations	96.5	124.5
<i>Note: Pure accounting doesn't tell the whole story. Many of the existing teaching stations (non-typical classrooms) are severely undersized or are no longer appropriate for the programs being taught.</i>		
Target # of Teaching Stations using an average of 25 students/T.S. scheduled @ 80% efficiency:	81	144.5 (2,900 planned)
Capacity of existing buildings @ 80% efficiency:	1,930 (+ 312 vs existing)	2,490 (-410 vs existing)
2016 MFP Teaching Stations provided:	91.5 (existing)	145
Existing Building Area	429,815 sqft	460,139 sqft
Additions	11,500 sqft	138,000 sqft
Total Area	441,315 sqft	598,139 sqft
Renovations	50,000 sqft	100,000 sqft



4/29/2018

Hinsdale District 86 School Board ready to eliminate buffer zone between high schools • The Doings Hinsdale

The school board plans to discuss the matter further and possibly vote at its May 7 meeting. Students from the buffer zone currently enrolled in South would be able to continue attending South, the board said.

Actually, the current policy allows any student living anywhere in the district to attend Hinsdale South because there is room there for more students. Families in the South attendance area, however, cannot choose Central because of a shortage of space at Central.

The buffer zone boundaries, which have changed over the years, are 63rd Street on the north, Cass Avenue on the west and Garfield Street on the east. The southern boundary is Plainfield Road east of Route 83 and 67th Street west of Route 83.

This school year, 200 students who live in the buffer zone chose to attend Central and 27 chose South.

If all the students in the buffer zone were moved to South, South's enrollment would be above its ideal capacity and Central, while less crowded, still would be above its target enrollment, according to a capacity and utilization study district officials presented.

That analysis states Central, with 2,799 students enrolled as of Sept. 30, is 284 students above the ideal enrollment for its facilities. South, which is a smaller school physically, had 1,518 enrolled as of Sept. 30, which is 186 students below what's considered its ideal enrollment.

RELATED: Five things to know about the Hinsdale District 86 enrollment issue »

Board member Robin Gonzales said the board needs to move the conversation past the angst, anger and uncertainty associated with the buffer zone, and focus on the opportunity South offers to attend a great and smaller high school.

"There are volumes of educational research on the benefits of smaller learning communities," Gonzales said. "Most districts work very hard to achieve smaller learning communities."

If anyone has examples or evidence of how students at South are not receiving similar or roughly the same programs as at Central, board member Keith Chval said he wants to hear from them.

And even if enrollment were better balanced between the two schools, renovations still would be needed, involving technology, the libraries, cafeterias, fine arts rooms, pools and locker rooms, Gonzales said.

Chval believes the buffer zone question can be addressed independently of a possible bond referendum for facility improvements at both schools.

"If I had my way, it would be done and have nothing to do with the referendum," Chval said.

Facilities Summary

Hinsdale Central was constructed in 1948 and contains 472,524 gross square feet (includes all space) with 115,368 square feet of academic contact space as defined for this report. As of September 30, 2017, the enrollment at Hinsdale Central was 2,799. Hinsdale South was constructed in 1965 and contains 468,458 gross square feet (includes all space) with 87,485 square feet of academic contact space. The enrollment at Hinsdale South at the same point in time was 1,518.

The Gross Utilization per Student is defined as the Gross Square of the entire facility divided by an enrollment number. This factor can also be used to compare utilization with peer institutions.¹ Schematic floor plans are included for reference (see Appendix B).

School	Gross Square Feet (GSF)	Student Enrollment	Gross Utilization GSF/ Student
Glenbard West	393,425	2,357	167
Hinsdale Central	472,524	2,799	169
Glenbard East	428,158	2,294	187
Glenbard North	424,530	2,272	187
Willowbrook	511,000	2,002	255
Addison Trail	525,000	1,970	266
Glenbard South	332,373	1,191	279
Hinsdale South	468,458	1,518	309

¹ District 86 reached out to neighboring high schools in December, and the comparables here represent those districts that responded over the Winter Break. As more data are reported, we will update the table.

Section Five: Summary

According to the February 1, 2015 *School Planning and Management, 20th Annual School Construction Report*, the median new high school in Illinois includes approximately 198 square feet per student.

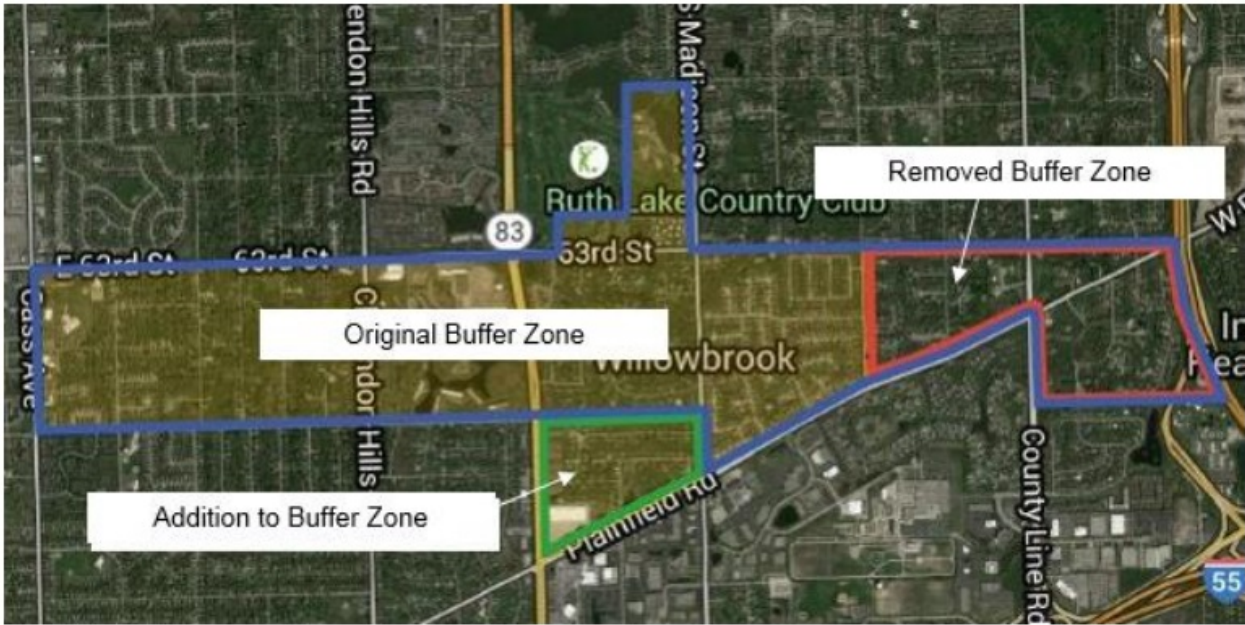
<https://webspm.com/Research/2015/02/Annual-School-Construction-Report.aspx>

Based on this figure and in comparison to peer schools, Hinsdale Central, at 169 square feet per student has a lower area per student ratio than typical and appears to be overcrowded, while Hinsdale South at 309 square feet per student is considerably above this standard.

This disparity in school density is also reflected in the Room and Seat Utilization indicators, with the overall Room Utilization at 88% and Seat Utilization at 77% for Hinsdale Central, and Room Utilization at 70% and Seat Utilization at 59% at Hinsdale South. At both schools, the Science Labs have the highest room utilization, with a 95% Room Utilization for the Labs at Hinsdale Central. This level of utilization is quite high and does not allow for any flexibility in scheduling or additional courses if required.

The purpose of this report is to document and illustrate the utilization of Hinsdale Central and Hinsdale South for instruction. Based on the demographer's enrollment projections, Hinsdale Central will continue to be overcrowded and Hinsdale South will continue to have unused capacity.

How to respond to the utilization of our high schools for instruction is beyond the scope of this report and awaits the direction of the Board of Education.



Central Program of Studies, Page 84

ADVANCED PLACEMENT BIOLOGY <i>Course#3730</i> Full year Credit: 1.0	<p>This course follows the College Board's Advanced Placement curriculum and as such is rigorous and fast paced. This course is comparable to an introductory college level course. College level materials are used. Advanced Placement Biology is a laboratory course.</p> <p>Prerequisite: Three years of science, including a year of Biology and a year of Chemistry and departmental recommendation. Concurrent enrollment in third year of science and AP Biology is permitted.</p> <p>Open to grades 11 and 12.</p> <p>Upon successful completion of this course, students are expected to take the Advanced Placement (AP) examination in early May. The 2017-2018 AP exam fee is \$93 per exam. There may be additional district fees associated with the administration of AP exams, which is allowed by College Board policy. See page 22 for more details.</p>
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Hinsdale South Program of Studies, Page 69

ADVANCED PLACEMENT BIOLOGY <i>Course # 03740</i> Prereq: Successful completion of Chemistry, Teacher recommendation. Level: 11, 12 Credit: 1.0 Supply fee: \$10	<p>Advanced Placement Biology covers two semesters of college-level biology and applies previous knowledge to topics as designated by the College Board curriculum, such as energetics, biochemistry, cellular biology, molecular biology, ecology, and population biology. This course can be taken junior year after completion of Chemistry and in place of Biology Honors as a first-year Biology course, or it can be taken senior year after Biology as a second-year Biology course.</p> <p><i>Upon the conclusion of this course, students are expected to take the AP exam (see page 94 for details).</i></p>
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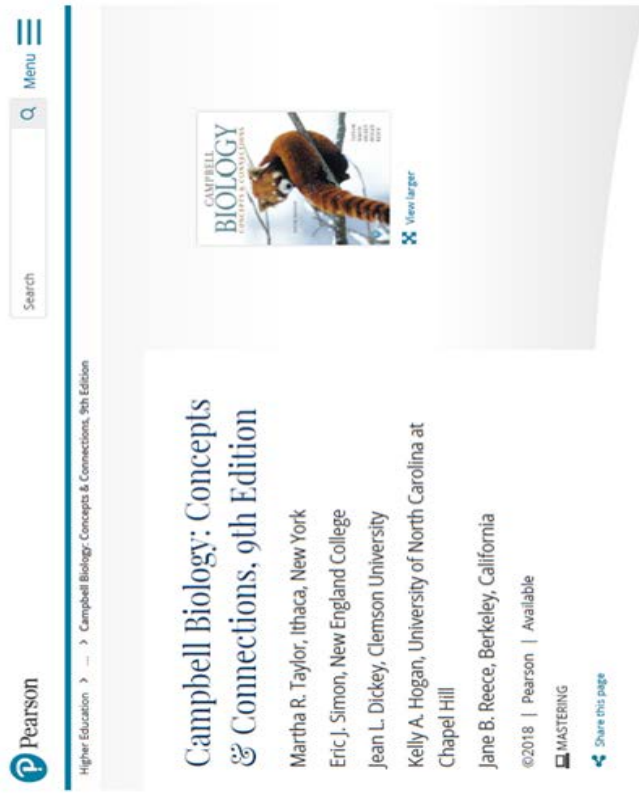
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<p><u>ADVANCED PLACEMENT PHYSICS 1</u> <u>Course #03910 (11,12)</u> Prereq: Chemistry and Biology completed or concurrent; Alg II or higher completed or concurrent with strong math grades; cannot have taken Physics Honors; Teacher or Dept. Chairperson approval. Level: 11, 12 Credit: 1.0</p>	<p>Advanced Placement Physics 1 is equivalent to a first-semester college-level Algebra 2/Trig.-based physics course. Topics include motion, work, energy, forces, rotation, momentum, power, waves, and sound.</p> <p><i>Upon the conclusion of this course, students are expected to take the AP exam (see page 94 for details).</i></p>
<p><u>ADVANCED PLACEMENT PHYSICS 2</u> <u>Course #03950</u> Prereq: AP Physics 1; Teacher recommendation Level: 12 Credit: 1.0</p>	<p>Advanced Placement Physics 2 is equivalent to a second-semester college-level Algebra-based physics course. Topics include fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic/nuclear physics.</p> <p><i>Upon the conclusion of this course, students are expected to take the AP exam (see page 94 for details).</i></p>