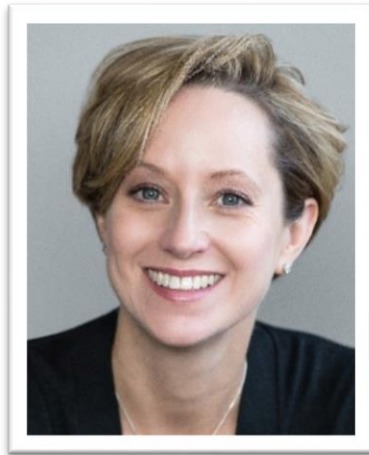


The Community Speaker Series

presented by
District 86 and District 181



Dr. Lisa Damour

**Guiding Girls Through the Seven
Transitions into Adulthood**

January 23 & 24, 2019



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The Community Speaker Series

A message from our superintendents.

Dear Friends and Families of District 86 and District 181:

Welcome to the 2018-19 Community Speaker Series. We thank you for your interest in learning more about the topics we are covering this year:

Understanding iGen and How to Harness the Positive Trends and Mitigate the Negative Ones

with Dr. Jean M. Twenge (October 9 and 10)

Professor of Psychology at San Diego State University, Dr. Twenge is the author of more than 140 scientific publications and books. She frequently gives talks and seminars on teaching and working with today's young generation based on a dataset of 11 million young people.

Guiding Girls through the Seven Transitions into Adulthood

with Dr. Lisa Damour (January 23 and 24)

Dr. Lisa Damour is an author, international speaker and psychotherapist who serves as the Executive Director of Laurel School's Center for Research on Girls. Dr. Damour's *New York Times* best-seller *Untangled: Guiding Girls through the Seven Transitions into Adulthood* is being produced as a docu-series. Her forthcoming book, *Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls*, publishes in February 2019.

"Angst: Raising Awareness Around Anxiety"

Documentary film and discussion with Dr. John Duffy (April 17)

The film is a virtual reality experience that explores anxiety, its causes, effects and what we can do about it. The filmmakers' goal is to have a global conversation and raise awareness around anxiety. Dr. Duffy, a clinical psychologist and best-selling author from LaGrange will lead the discussion following the showing of the film.

On behalf of the elementary and middle schools of District 181 and the high schools of District 86, we are proud to partner with The Community House, the D181 Foundation, and the event planning team in welcoming these individuals to share their research, experience, and practical advice. We are also proud to celebrate the sixth year of the Community Speaker Series. Thank you for your continued support in joining these conversations.

The Community Speaker Series is a two-part process. The first part is the presentation with our featured speakers. The second and perhaps more important part is the discussion and action after the presentation. How can we incorporate the information, tips and advice into our own daily interactions with our pre-teens and teens? This program book includes resources from our speakers and ads from local organizations, but also blank pages for your notes. Those blank pages are for you to take notes on the ideas that resonate with you. Share what you learn at home around the dinner table, and engage your children in the discussion. Talk about these messages with friends and neighbors over coffee. Share your questions and ideas with school leaders.

As a community, we have a great responsibility to our children to ensure every child is supported. We have the tools to help them explore their potential and discover their passions, while also considering their social and emotional needs. Together, we can continue to build a strong, healthy environment that challenges, inspires, and empowers. We appreciate your partnership in making this vision a reality for our community!

Sincerely,



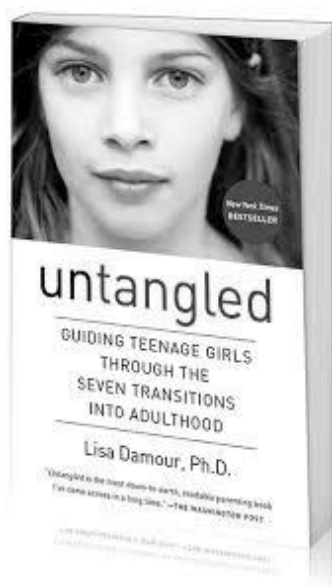
Dr. Hector Garcia
Superintendent
Community Consolidated
School District 181



Dr. Bruce Law
Superintendent
Hinsdale Township
High School District 86

The Community Speaker Series

presented by District 86 and District 181



Lisa Damour, Ph.D.

Guiding Girls Through the Seven Transitions into Adulthood

Wednesday, January 23, 2019 - 7:00pm
Hinsdale Central High School Auditorium

Thursday, January 24 2019 - 9:30am
Hinsdale South High School Auditorium

With the Support of:

**District 181 Foundation
The Community House
Burr Ridge Marriott**



Dr. Lisa Damour

Lisa Damour, Ph.D. writes the monthly Adolescence column for the Well Family section of the *New York Times* and is a regular contributor at CBS News. She serves as a Senior Advisor to the Schubert Center for Child Studies at Case Western Reserve University and is also the Executive Director of Laurel School's Center for Research on Girls. Dr. Damour maintains a private psychotherapy practice and consults and speaks internationally.

Dr. Damour has written numerous academic papers, chapters, and books related to education and child development and is the author of the award-winning New York Times best seller *Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood*. Her forthcoming book, *Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls*, publishes in February 2019 and is now available for pre-order.

A Denver native, Dr. Damour graduated with honors from Yale University and then worked for the Yale Child Study Center before earning her doctorate in Clinical Psychology at the University of Michigan. She has held fellowships from Yale's Edward Zigler Center in Child Development and Social Policy and from the University of Michigan's Power Foundation.

Dr. Damour draws on years of clinical experience and the latest research to provide sound, practical guidance to girls as well as to their parents, teachers, and advocates.

Link to Dr. Damour's articles: www.drlisadamour.com/articles/

Website: drlisadamour.com

How to Wrap Advice as a Gift a Teenager Might Open

(published in the *New York Times*, Dec 19, 2018)

By Lisa Damour

If there's anything adults are always eager to share with our teenagers, it's our own hard-earned wisdom. But why do our well-meaning efforts to advise our teenagers often get a chilly reception? Usually, it's because we've got our attention trained on the wrong thing: the thoughts we're hoping to pass along, and not how it feels to be on the receiving end of such lessons. When you have something to say that you really want your teenager to hear, these approaches can help get your message across.

Ask Permission

The most powerful force in a normally developing teenager may be the drive toward independence. Unsolicited coaching — even when it is excellent and well-intentioned — goes against the adolescent grain.

An easy fix? Before dropping knowledge on your child, ask permission. In practical terms, this might be saying, “Hey, I found this interesting article on managing digital distractions. Do you want to take a look at it?” If you find your teenager grousing about a problem for which you have a solution, try, “I’ve got an idea that might help. Do you want to know what I’m thinking?”

According to Vanessa Cánepa-Prentice, a 17-year-old from Seattle: “When parents ask if we’d like to hear what they have to say, we just might be open to it.” Should your teenager decline your pearls of wisdom, don’t press it, and don’t get discouraged. We often strengthen our connections with young people when we find ways to honor their autonomy.

Lose “When I Was a Teenager ...”

Adolescents tend to tune out anything that comes after “When I was a teenager ...”. Indeed, my own informal surveys have taught me that young people find uttering these five words to be the second most annoying thing parents routinely do. (The first? Entering a closed room to address the teenager therein, then neglecting to shut the door on the way out.)

Citing our own adolescence can be a conversation killer, since our kids often reject the premise that their teenage years have anything in common with ours. On this they’ve got a point. We did not come of age while submerged in digital waters, and what we accomplished as high school students pales in

How to Wrap Advice as a Gift a Teenager Might Open

comparison to what many young people now achieve, such as the demanding course loads that many of today's high school students take on.

Even when addressing the timeless aspects of adolescence, reminiscing aloud may not be prudent. Though teenagers are often unfairly critiqued, it is true that adolescence can be a phase of marked egocentrism. As a psychologist, I have learned that teenagers — who may regard their travails as singular and unprecedented — sometimes dismiss even compassionate efforts to draw parallels between anyone else's experiences and their own. This goes double when that anyone else is a parent. Be sure to focus on the here and now for your teenager, not the there and then for you.

Appreciate the Limits of Your Understanding

We often try to guide teenagers on topics that are foreign to us but familiar to them. For example, many adolescents can name a dozen e-liquid flavors, several e-cigarette devices, and tell you which of their classmates vapes, with whom, where and under what conditions. Given this, it's fair to assume that our teenagers might have the same this-oughta-be-good reaction to us saying, "We need to talk about vaping" that we would have if our teenager said to us, "We need to talk about your mortgage."

Not that we should clam up about vaping and other important health and safety topics. But we should own what we don't know. If we start by asking, "Would you explain vaping to me?" and follow that up with earnest questions, we reduce the odds of an eye roll when we eventually offer that we read an article on the hazards of nicotine and ask our teenager if she wants to see it.

Don't Make It Personal

Our teenagers care what we think about them. Which accounts for how injured they tell me they feel when, out of the blue, their parents approach them with a lecture on the dangers of pain pills, perhaps after watching a frightening documentary about the opioid epidemic.

While the adults may feel they are checking a critical parenting box, the adolescent might be wondering, "What have I done to make you think I'm headed toward life as an addict?" or "Don't you know me at all? I'm your kid who's reluctant to take Advil."

How to Wrap Advice as a Gift a Teenager Might Open

We can keep these interactions on track by talking about teenagers in general, instead of putting our own child on the spot. Dr. Olutoyin Fayemi, a pediatrician near Boston, has very direct conversations with adolescents in his practice but notes that, “it’s a whole different story” when he gets home to his own daughter and son, who are 14 and 17.

There, he looks for teachable moments that arise “in the paper, with one of my kid’s friends or at school.” When watching a TV news story about an accident involving a car packed with teenagers, for example, Dr. Fayemi chose to make only a general comment that things are much more likely to go wrong when adolescents drive with distractions.

Help Weigh Options, Don’t Weigh In

When teenagers seek out our advice, it can be hard to resist voicing an opinion. But an opinion may not be the most helpful response. As Vanessa, the Seattle teenager, explains, “It’s best when I have choices, when my parents don’t say there is only one way to go.” She appreciates when they ask what *she* thinks or when they say, “Here are some of the things you could try, but it’s up to you how you might solve it.”

As much as we might want to simply tell our teenagers what to do, we equally know that doing so won’t serve them well in the long run. Our aim, of course, should be to help them learn to make good decisions on their own. And when we do have hard-won perspective that we’re longing to share, let’s package it so that our teenagers are most likely to be receptive.

Continue the Conversation

About the Topics Explored by Dr. Lisa Damour,

In a small group discussion

Led by Cara Hurley, PhD and Alisa Messana, LCSW

Wednesday, February 6th

7:00pm - 8:30pm

[Hinsdale Public Library](#)

Community Meeting Room

Continue the conversation about the topics explored by Community Speaker Series presenter, Dr. Lisa Damour, with Cara Hurley, PhD and Alisa Messana, LCSW. Parenting an adolescent girl can be overwhelming at times and leave you confused about what is normal and what to worry about. Come with questions and examples and plan to leave with some ideas about how to talk to our girls, how to set limits, and how to respect and foster their growing independence.

Dr. Cara Hurley is a licensed clinical psychologist with more than fifteen years of experience providing therapy to adolescents and adults. She maintains a private practice in Chicago and Hinsdale. Dr. Hurley has enjoyed speaking and leading discussions on various topics ranging from parenting approaches to mindfulness meditation. She lives in Hinsdale with her husband and two children.

Alisa Messana is a licensed clinical social worker with 20 years of experience as a family psychotherapist working in mental health settings. She provided trainings on parenting and a range of mental health topics for several years as well. Alisa is currently a mental health consultant and lives in Hinsdale with her husband and two children.

Space is limited.

Please register on the Hinsdale Public Library website.

<http://hinsdale.libnet.info/event/1309535>

The Community Speaker Series

Serving these schools

HTHS District 86:

Hinsdale Central
Hinsdale South

Butler District 53

Butler Junior High
Brook Forest Elementary

Cass District 63

Cass Junior High
Concord Elementary

CCSD 180

Burr Ridge Middle
Ann M. Jeans Elementary

CCSD 181

Clarendon Hills Middle
Hinsdale Middle
Elm Elementary
Madison Elementary
Monroe Elementary
Oak Elementary
Prospect Elementary
The Lane Elementary
Walker Elementary

Darien District 61

Eisenhower Junior High
Lace Elementary
Mark Delay Elementary

Gower District 62

Gower Middle
Gower West Elementary

Maercker District 60

Westview Hills Middle
Holmes Primary
Maercker Intermediate

The Community Speaker Series promotes district-wide learning about education, child development, wellness, and parenting. It is open and free to all members of the K-12 learning community.

The intention of the series is to encourage proactive parenting that supports children's and adolescents' social and emotional development as well as their academic achievement.

Through this series, District 86 and District 181 enlist top experts to inform and inspire our community as a means to enrich the school-family partnership that undergirds the education of our students.

Coming this Spring

Angst: Raising Awareness Around Anxiety

A Documentary Film and Discussion with Dr. John Duffy

April 17, 2019 , 9:30am, The Community House
April 17, 2019, 7:00pm, HSHS Auditorium

What Our Teens Are Telling Us

Hinsdale Township High School District 86 re-administered the Comprehensive School Climate Inventory (CSCI) to its students in the 2016-2017 school year. The CSCI assesses four major areas of school climate: Safety, Relationships, Teaching and Learning, and the External Environment. The complete reports can be found on the school website. Here are some of the results:

Adults in Their World

- 71% of students reported overall positive impressions regarding the social support they receive from adults in the school.
- 68% of students agreed/strongly agreed with the statement, "There are adults in this school that students would trust enough to talk to if they had a problem."
- 86% of students said their school tries to get them involved in school activities.
- 83% of students agreed/strongly agreed with the statement, "Adults in this school have high expectations for students' success."

Conclusions/Questions: These survey data indicate that a nurturing, motivating, personalized environment exists for the majority of our students to learn and grow in. Our schools are a place of high expectations. This can be overwhelming for our students at times. While some of our students see school personnel as resources they can rely on in a time of need, are enough of our suffering teens taking the step to reach out to us? While we recognize their developmental need to be independent, how can we assure all students that it is okay to admit feeling overwhelmed and to needing help?

What Our Teens Are Telling Us

Peers in Their World

The good news is that 73% of the students expressed receiving positive social support from their peers with only 4% sharing a negative perception of peer support.

63% of students believe that the students in their schools respect diversity in their peers (gender, race, culture, etc.)

The concerning news is that when probed about their experiences and witnessing of verbal abuse, harassment and exclusion among the student body, only 26% had positive impressions of the peer culture in their schools.

49% of students agreed/strongly agreed with the statement, "There are groups of students in the school who exclude others and make them feel bad for not being a part of the group."

14% of students feel a sense of not belonging in their school.

Students had positive views of social media with only 16% of students disagreed/strongly disagreed that "Most students use social media in ways to support one another" and more than 70% agreed/strongly agreed that "Students can use social media without being harassed by another student."

School personnel had similar ratings, while parents had more positive perceptions of social-emotional security in the schools.

SOCIAL SUPPORT: SENSE OF SOCIAL-EMOTIONAL SECURITY RATING PATTERNS

PARTICIPANT	NEGATIVE	NEUTRAL	POSITIVE
Students	15%	61%	24%
Parents	10%	49%	42%
Personnel	14%	61%	25%

Conclusions/Questions: The teen world is still a place where it is challenging for all individuals to feel emotionally safe and cared for by their peer group. We need to keep addressing this issue in our schools and homes by having open discussions about what is occurring and how our young people can be empowered to advocate for the best emotional environment for all. Furthermore, the number of teens feeling disengaged from school is too high. How can we reach them to instill a sense of hope and purpose in their lives?

What Our Teens Are Telling Us

Sense of Self in Their World

Social Emotional Learning (SEL) Competencies and teaching pro-social behaviors are a focus in District 86. The CSCI survey measured these goals in their Social and Civic Learning dimension. Students, parents, and staff responded to questions that probed the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued by school personnel.

The descriptor of this dimension includes the SEL skills of self-awareness, self-management, social awareness, interpersonal skills, and decision-making and goal setting in academic, civic and social contexts.

- 45% said that in their school they learned ways to resolve conflicts so that everyone can be satisfied with the outcome.
- 52% said that their schools have them discuss issues that help them think about how to be a good person and about what is right and wrong.

While school personnel strive to intentionally teach these SEL skills, students did not report that the skills of conflict resolution, empathy, reflecting on their learning, and examining ethical implications for their decisions are being taught as directly or with as much impact as school personnel think they are, which the chart below demonstrates:

TEACHING AND LEARNING: SOCIAL AND CIVIC LEARNING RATING PATTERNS

PARTICIPANT	NEGATIVE	NEUTRAL	POSITIVE
Students	10%	48%	42%
Parents	1%	54%	45%
Personnel	1%	19%	80%

Conclusions/Questions: The adults in the school setting believe that their intentional efforts at teaching life skills and social responsibility are being noticed and internalized by teens; however, the students and parents report less of an impact than school personnel. Should we give up trying? Of course, not! District 86 will redouble its efforts to help all students learn and practice the skills that will support their future academic, interpersonal, and professional success and fulfillment. What will you do?

What Our Teens Are Telling Us

Sense of Self in Their World

Last year freshman and sophomores also completed the *Success Highways Resiliency Survey*. In its simplest definition, resiliency is the ability to recover quickly from setbacks.

Resilience is one of the outcomes of students who are successful in mastering the mandated Illinois Social and Emotional Learning (SEL) standards, which are required in District 86 by Board of Education Policy 6:65. SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; set and achieve goals; make responsible decisions; and handle challenging situations constructively.

There is extensive research validating the positive impact that SEL skills have on students' academic resilience and personal well-being.

While we are striving for improvement, results consistently indicate that District 86 students have stronger academic resiliency than peers across the nation. Although average scores were still above national norms, the weakest area was in confidence.

Confidence refers to a student's academic self-efficacy, or the degree to which a student feels capable of successfully performing a variety of school-related tasks. Within this area, test taking was most frequently noted as an issue for confidence. Our students have a strong sense of how important education is to their future success. This gives them purpose and drive in academic settings.

Conclusions/Questions: Some students may need strategies to feel more confident in testing situations. Given the strong academic skills of so many of our students, how many of our students measure their success by comparisons to the high academic performance of their classmates? While we want our students to care about school and to pursue challenging collegiate experiences if they wish, is it possible many value education so much that they neglect other aspects of life including their physical and mental well-being?

When a Student Needs Help

School social workers are the cornerstone of the intervention process. They welcome referrals from teachers, school personnel as well as parents and students. The referrals help them identify students who are struggling socially, emotionally, and/or academically. In a confidential environment, school social workers offer numerous services including:

- ✓ **Individual counseling**
- ✓ **Group counseling based on student needs, such as girls' issues, divorce and separation**
- ✓ **Crisis intervention**
- ✓ **Assessment**
- ✓ **Parent/guardian support**
- ✓ **Referrals to public agencies in the community, which provide financial, legal, and healthcare assistance**

Through the above services, Social Workers address and deal with:

- | | |
|--|--------------------------------------|
| • Depression | • Behavior changes |
| • Substance Abuse | • Parent Conflict |
| • Stress | • Alienation, loneliness |
| • Attendance problems | • Drop in grades |
| • Teacher/student conflict | • Trauma |
| • Grief and loss | • Crisis situations |
| • Behavior management, anger issues | • Executive functioning |
| • Bullying, cyber-bullying | • Students new to the country |

If you have concerns about your child's well-being, please go to your school's website to locate the phone number for your child's Counseling and Social Work Department. Then place a call to those caring school professionals, who are trained to offer you and your student support.



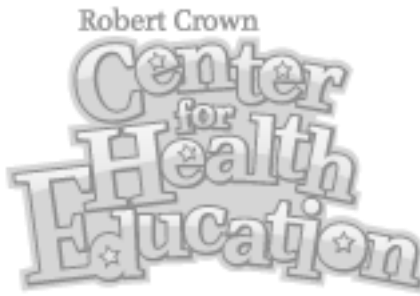
The District 181 Foundation is an independent non-profit organization dedicated to inspiring community involvement, pride, and support for the exceptional education provided to all District 181 students.

When you donate to the District 181 Foundation:

You encourage creativity and innovation by providing funding teachers to put their ideas for improving student learning into action. **You help bring experts to our community** to educate and inform on topics and challenges in learning and parenting. **You empower students** to make their school, community, environment or the world a better place. **You enhance the curriculum for all schools** through district-wide programs for students, professional development for teachers, and partnerships with the District to provide enhancements to the curriculum that could not be achieved with tax dollars alone.

Join Us

The District 181 Foundation is composed of community members want to improve the educational experience for the children in our community. We are actively engaged with educators throughout District 181 to help fund new and creative learning opportunities. If you would like to learn more about volunteering and getting involved with the Foundation, please contact us by emailing mcooper@d181foundation.org.



Vaping: What Parents Need To Know

**Wednesday, February 6, 2019 - 7:00pm., CHMS MRC
or
Thursday, February 7, 2019 - 9:30am., The Community House**

Vaping is one of the most trendy activities among young people today. But since it is relatively new, there's not a lot of information easily available to help you get the facts. You may hear terms like: e-cig, pens, JUUL, vape juice, e-liquid, PG vs. VG, nic/no-nic. You may not know what it means but there's a good chance that your kids do. Do they know the risks? Do you?

Here's an opportunity to hear from the same presenters who are out talking to our students and get your questions answered. Each program will be limited to 50 participants to provide ample opportunity for conversation throughout the program.

Space is limited.

Register in advance at www.d181foundation.org

This program is funded by the District 181 Foundation.



Social-Emotional resources for D181 parents are available online!

**www.d181.org >
Parents > SELAS**

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Community Consolidated School District 181

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www.thecommunityhouse.org



District 86

Facilities Referendum

on the April 2 Ballot

On the April 2, 2019 Consolidated Election ballot, District 86 voters will see a bond proposition in the amount of \$139,815,983 to fix, make more secure and improve Hinsdale Central and Hinsdale South High Schools.

If the referendum passes in April 2019, the District's architect ARCON estimates that all work will be completed by August 2021. That means students in 6th grade and younger will begin their high school careers in buildings that have been repaired.

Go to the District 86 website: d86.hinsdale86.org and click on the April 2019 Referendum tab to find information related to the referendum.

There you can find answers to project information, FAQs, photos, tour dates, videos and more.

New information continues to be added as it becomes available.

District 86 Facilities Referendum Know the Facts

**The best place to get information about District 86
is from District 86.**

Go to our website at d86.hinsdale86.org for more information, Follow us on Twitter and like us on Facebook to stay up to date with the latest information. Questions? Contact: D86 Chief Communications Officer Karen Warner at the phone number or email address below.



d86.hinsdale86.org



630-570-8086



kwarners@hinsdale86.org

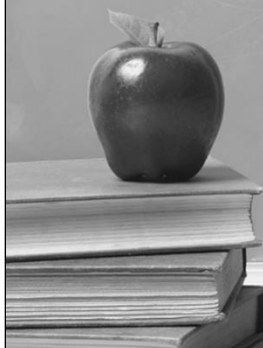


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HINSDALE SOUTH

Parent Organizations



TRIVIA NIGHT

February 9 @ Burr Ridge Community Center
For more info: www.hinsdalesouthboosters.org

Post Prom Committee





Community Consolidated School District 181

Kindergarten & New Student Registration

**Link to Complete Online Enrollment
Opens February 14 on D181 website**

Preschool Registration

Open Now for 2019-20



www.d181.org > Parents > Registration

HINSDALE CENTRAL

PTO

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BECOME A MEMBER

Not a member yet? Join at hcpto.org

STAY INFORMED

Stay in the loop on all the school events. Subscribe to our e-newsletter on our website.

BE PART OF OUR COMMUNITY

Attend PTO General Meetings and CONVERSATIONS to engage in discussions with parents, administrators, and community leaders about issues affecting our students.

- **March 13th:** *The Referendum: Everything You Want to Know*
- **April 10th:** *Safety and Social Pressures Surrounding Your Teen*

GET INVOLVED

Join a committee. Attend an event. Donate. See committee signup sheets or ask us how you can get involved.

THANK YOU TO DISTRICT 181 FOUNDATION
FOR EVERYTHING YOU DO!

Considering a move or just wondering what your current home could sell for in today's market?
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Thank you District 181 Foundation for
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Thank you
D181 Foundation
for all you do

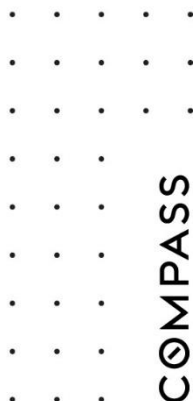


Tracy Anderson

Real Estate Broker

—
630.452.3108

tracy.anderson@compass.com



The Parent List

DOES YOUR CHILD NEED HELP for an emotional, mental health, addiction, learning or developmental issue?

Check out **The Parent List**, an anonymous platform containing over 70 positive reviews on health care providers that have helped local school district 86 and 181 children with issues that include:

anxiety	depression	grief	eating disorders
ADD/ADHD	dyslexia	insomnia	school avoidance
autism spectrum	stress	migraines	suicidal ideation
concussions	peer relations	self-harm	substance abuse

Reviewed support services include doctors, therapists, support groups, in-patient and out-patient programs, tutors, nutritionists, books, and holistic medical approaches.

To read **The Parent List** reviews, go to **hcpto.org/parent-list/**



Questions can be directed to: **parentlist@hcpto.org**

In no way does the Hinsdale Central PTO, Hinsdale Central High School staff, school districts 86 or 181 endorse or recommend any specific provider reviewed on The Parent List. The Parent List is a subjective forum set up by the Hinsdale Central PTO for your convenience. Parents and guardians are solely responsible for deciding to use any of the service providers on The Parent List in any capacity, and district 86, district 181 and the Hinsdale Central PTO disclaim all liability for any damages, injuries, losses, expenses, or claims of any kind arising out of the provision of services by anyone or any agency appearing on The Parent List.

A+ PERFORMANCE

One of the top reasons families move to Hinsdale is to give their children a chance to enjoy the District 181 experience.

Kim Lotka has helped make this happen for thousands of families, matching the right home to the right people. Here's to another generation of happy, successful Hinsdale students!



Kim Lotka

630.533.8800

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Red Devil Spirit Scholarships

The Hinsdale Central PTO will award
\$1,000 scholarships
to 10 selected graduating seniors
to use towards their 1st year of college expenses

Candidates will be chosen based on

- financial need
- their involvement in clubs/activities/athletics at HCHS
- their personal statement describing what they love about being a Red Devil and what Red Devil characteristics they will bring to their college experience and how they will do so

**** Applications are available in the Hinsdale Central Guidance Office.**

**** Completed applications are due Friday, March 15, 2019.**

**** Winners will be acknowledged at the
Senior Scholarship Program on Wednesday, May 22, 2019.**





Thank You D181 Foundation for all you do!
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Fundraising & Volunteering for Post Prom & Prom Red Carpet Event

Senior Prom: May 4, 2019

Happy New Year Hinsdale Central!

We are looking for donations, chaperones and volunteers from parents of **FRESHMAN, SOPHOMORES, JUNIORS & SENIORS** to support Post Prom and the Prom Red Carpet Event.

Prom night consists of 3 events: Red Carpet, Prom and Post Prom

- **RED CARPET (hosted by Parents)**
 - Parents decorate the HC Gym with Red Carpet Photo Stations
 - Prom goers and their families take photos at Red Carpet one hour before the Prom busses depart for Navy Pier
- **Prom (hosted by the school)** is a formal dinner dance at Navy Pier's Crystal Gardens
- **POST PROM (hosted by Parents)**
 - A skyline cruise aboard The Odyssey immediately following the dance - dancing, karaoke & refreshment included
 - Hinsdale Police and Parent volunteers chaperone and all return to HC around 3 a.m.

PLEASE CONSIDER MAKING A DONATION:

- Our fundraising goal is \$30,000
- Red Carpet is 100% funded by this budget, there is no fee to attend
- A Post Prom ticket is \$45 - over 95% of Prom goers attend Post Prom & fundraising covers 1/2 of actual ticket price
- Donated funds underwrite those not able to afford ticket and costs for the classes '20, '21 & '22

PLEASE CONSIDER BEING A RED CARPET VOLUNTEER:

Volunteers are needed to decorate the HC gym on May 4th

PLEASE VOLUNTEER AS A POST PROM CHAPERONE:

- Chaperones meet at Hinsdale Central at 10:30 pm and are bussed to Navy Pier
- Chaperones manage Odyssey student check in and walk around to make sure everyone is safely having a great time.
- Everyone boards the buses around 2:30 am to return to Hinsdale Central
- 4 - 5 Hinsdale Police Officers also chaperone
- **Grab some friends and volunteer - it's a fun sneak peek to Prom!**

PLEASE DONATE & VOLUNTEER!

- Complete & mail in your donation form - all HC families will receive this in early February - watch your mail!
- Or you can volunteer & donate NOW via Pay Pal, <https://hcpto.org/prom-parent-donation-form/>

Thank You For Supporting This Amazing Tradition!
Hinsdale Central 2019 Prom Parent Committee

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-BENJAMIN FRANKLIN



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teach me and I may remember,
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- Benjamin Franklin



Simply Put...

Thank you to all of the teachers, administrators,
and volunteers in the Hinsdale School District
for their dedication and their leadership through example.

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District 181 Foundation



Grants for Students

If you're a District 181 student and have an idea for making your school, community, state, country or the world a better place, the District 181 Foundation would like to help.

KIDS Grants provide up to \$150 to help get your idea started.

Apply Anytime!

Just go to www.d181foundation.org to download an application and guidelines. Funds are awarded within two weeks of receiving the application.

Make a Difference Now!

Any questions? Please contact us at KIDSGrant@d181foundation.org





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February 21, 2019

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