### **The Community Speaker Series**

presented by District 86 and District 181



Dr. Michael Bradley

Crazy Stressed
Saving Today's Overwhelmed Children

February 21 & 22, 2018







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### DR. CARRIE THANGAMANI

NEW LOCATION!! 1 Grant Square, Suite 101 Hinsdale, IL

### The Community Speaker Series



A message from our superintendents.



Dear Friends and Families of District 86 and District 181:

Welcome to the 2017-18 Community Speaker Series! Thank you for your interest in joining the conversations we will have this year:

- How we can motivate our children, build their resilience, and effectively support them by giving them space to fail—featuring Jessica Lahey, author of "The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed" (November 16 and 17)
- Understanding what's driving today's adolescent anxiety, depression, and negative behaviors and what the latest brain development research is telling us so that we can learn how to connect with our children and how to respond when facing a major mental health issue—featuring Dr. Michael Bradley, author of "Crazy Stressed: Saving Today's Overwhelmed Teens with Love, Laughter, and the Science of Resilience" (February 21 and 22)
- Recognizing the confusion and frustration we experience by certain aspects of boy development and learning what is "normal" and which behaviors are worrisome—featuring Dr. Michael Thompson, author of "Raising Cain: The Emotional Life of Boys" and "It's A Boy: Your Son's Development from Birth to Age 18" (May 1 and 2)

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 fifth year of the Community Speaker Series. Thank you for your continued support!

The Community Speaker Series involves two key components. The first is the event itself—when we hear from the guest presenters. The second and equally

important component is what happens AFTER the event. What are we doing with the great information we hear and learn? You will notice this program book includes not only resources from our speakers and ads from local organizations, but also blank pages for your notes. Those blank pages are included because we want these events to help inform critical conversations that continue long after the events. 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 the ability to create positive change and ensure each and every child feels supported. We have the tools to help them explore their potential and discover their passions. We have the responsibility to consider their social and emotional needs, along with their academic 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,



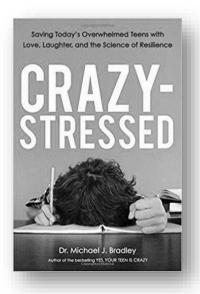
Dr. Don White Superintendent Community Consolidated School District 181



Dr. Bruce Law Superintendent Hinsdale Township High School District 86

### The Community Speaker Series

presented by District 86 and District 181



### **Dr. Michael Bradley**

### Crazy Stressed Saving Today's Overwhelmed Children

Wednesday, February 21, 2018 - 7:00pm Thursday, February 22, 2018 - 9:30am The Community House

### With the Support of:

District 181 Foundation The Community House Hinsdale Central PTO Hinsdale South Boosters Burr Ridge Marriott

### **Dr. Michael Bradley**



Dr. Michael J. Bradley is a licensed clinical psychologist with a doctorate degree in psychology from Temple University. He is a member of the American Psychological Association (APA) and the Pennsylvania Psychological Association (PPA), and is a Diplomate and Fellow of the American College of Forensic Examiners.

Earlier in his career, he was honored with the William Penn Human Rights Award, Commission on Human Relations, for a national demonstration project he created and directed which proved that "loser" teenagers with terrible deficits such as drugs, truancy, pregnancy, and aggression can be turned around with compassionate, respect-based treatment.

In addition to public speaking and continuing his private practice, Dr. Bradley serves as a consultant to schools, providing risk assessments and offering training in parenting and violence-reduction. As a crisis intervention manager, he is often called upon to address the traumatic impact that events such as natural and accidental death, suicide, and murder have upon school communities.

Over his 30-year career, the stories of courage and hope Dr. Bradley encountered became the basis for his bestselling book, *Yes, Your Teen Is Crazy!* - Loving Your Kid Without Losing Your Mind and its companion, *Yes, Your Parents Are Crazy! A Teen Survival Guide.* These garnered five awards each, being recognized by such prestigious parenting groups as Parents' Choice and the National Parenting Center. His third book continues in the tradition of the first two by drawing inspirational stories from his case files. *The Heart & Soul of the Next Generation: Extraordinary Stories of Ordinary Teens*, released in the fall of 2006, was also awarded the National Parenting Center's Seal of Approval. A fourth book, When Things Get Crazy With Your Teen: The Why, the How, the What to do NOW!, was published in 2008. His fifth book, entitled Crazy-Stressed: Saving Today's Overwhelmed Teens with Love, Laughter, and the Science of Resilience, was just released.

Dr. Bradley's respect-based philosophy is at the heart of the presentations he has given to thousands of parents who are seeking ways to communicate with their adolescent children. It's also something he practices daily as he and his wife raise their two children, a 24-year-old son and an 18-year-old daughter.

### Dr. Mike Bradley's Ten Commandments of Parenting

#### I: Thou shalt be as the dispassionate cop unto thine own child

All kids are nuts to some extent, so don't take their craziness personally. Like the dispassionate cop who politely gives you tickets, stay calm during crises so that your kid thinks more about *her* behavior than *your* anger. Show your kid love and strength that she can't tear down even with provocation.

#### II: Thou shalt listen even as thine own child shouts

Kids often say too little and shout too much, but the shouting may be another form of communication. Become tough enough to withstand non-abusive yelling and wait it out without interrupting and screaming back. If you can hang on, your kid will finally become calmer and say what really has him upset. Over time, he'll learn to speak with more control by watching you speak with more control.

#### III: Thou shalt not shout; speak thou wisely

You know how crazy and out-of-control your kid looks when she's screaming? You, as the parent, look a lot worse. Losing emotional control means losing respect in the eyes of your child, something you can't afford. Speak calmly and quietly in short, non-repetitious sentences, or don't talk until you've regained control. Your yelling back is destructive and only creates a costly diversion from the real issues. Screaming at a screaming child is like putting out small fires with gasoline.

#### IV: Thou shalt add 5 minutes to every interaction involving thy child

Your job is not to control your kid, but to teach your kid how to control herself. Locking yourself into rigid schedules whenever difficult kids are involved is asking for trouble. Much of what they do can become complex, maddening and schedule-defying. Provide bumpers or reaction/thinking time for yourself so that your responses are more controlled. Always look for ways to hand off decision-making power to your child.

### V: Thou shalt remain loving and connected...even while being "hated" and avoided

Parenting a child is a loving *and* conflict-based relationship. It's your job to "ruin" his life at times. In the proper dose, rage-free conflict with parents can be very therapeutic for kids. Don't let the "business" of parenting ruin the "personal" of caring. Find ways of lovingly connecting with your kids each day *especially* when times are tough.

# Dr. Mike Bradley's Ten Commandments of Parenting

VI: Thou shalt not kill (thou mayest entertain thoughts of killing, but...)

No hitting. Ever. Hitting children to make them behave not only teaches them that might makes right, it makes you look weak to them and costs dearly in respect currency. Besides, whacking a child is like whacking a stick of dynamite. It might not explode right away. But when it finally does it will demolish everything nearby. Getting physical with a child is playing in their stadium—you're giving them the "home field advantage" of accepting rage as a way of solving problems. Don't go there.

#### VII: Thou shalt apologize at every opportunity

To children, adult apology is strength, not weakness. It is a marvelous tool for teaching humility, self-control, responsibility, compassion, respect, and self-acceptance. It does all these things like a Trojan horse that disables your kid's built-in lecture deflector. If you preach at your child, he closes down. But he'll sit and listen carefully to messages hidden in the robes of your own admissions of failure. You'll never look bigger to your child than when you make yourself smaller.

VIII: Thou shalt honor thy child's identity (even though it maketh you ill) Green hair, metallic tongues, and pants with crotches so low that they need skid plates are all windows into that wonderful, horrible, laughable, and frightening childhood struggle called identity exploration. She's just trying to figure out who the heck she is. As a rule of thumb, the less you fight these things, the shorter they last. Pick your battles wisely and save your ammo for the life-threatening explorations (like drugs). Try and remember how weird you looked to your parents, and what your weirdness meant to you.

#### IX: To thine own self be true

Your kid has enough problems. The last thing he needs is "cool" parents. He needs you to be an unchangingly corny, unhip, and out-of-date dinosaur who holds fast to a strong set of values and ethics in a morally free-falling society. Be like the constant beacon of the lighthouse that stands unchanged above the dangerous seas of the world to guide your child home to safe waters. Be a parent first, not a friend. He's got friends. He needs parents. Hold onto your values, calmly but firmly. Tell him that you love him too much to allow things that could hurt him.

# Dr. Mike Bradley's Ten Commandments of Parenting

#### X: Know thou, this too shall pass

In the rough phases, parenting a child feels overwhelming and terrifying. But like raging summer storms, these bad chapters all end and mostly everyone survives just fine. Ironically your kid won't even remember how scary the tough times were. But you'll have your paybacks. In not too many years she'll start to dream of having kids of her own. Then one day you'll have to sit her down, make her a cup of strong tea and quietly say, "Honey, I don't want you to get upset, but there are a few things you should know now that you're pregnant..."

### Good luck!

## The Seven C's of Resilience Building with Teenagers

- **1. Competence**: specific abilities/SKILLS to handle situations effectively.
  - must be earned the hard way by getting in the game of life, in winning and especially in losing
  - acquired through actual experience
  - helps teens learn to trust their judgments, make responsible choices, and face difficult situations

#### **Competence Building Jobs For Parents:**

- Encourage any/all activities, structured or not. Baseball and debate teams are great; so are "useless" rock n' roll bands and gay/straight alliances
- Say lots about what they do well; say little as possible about what they do poorly
- When pointing out a mistake, stay narrow focused: don't say "you always do this"; instead try "if you had to do over again, what would you do differently?"
- Don't lecture with answers; do force thinking with questions
- Let them make mistakes; don't try to excessively protect them: bad decisions made well are more strengthening than good decisions made poorly
- Don't compare them to others (especially to sibs)
- 2. Confidence: a belief in self that projects Competence into the future

#### **Confidence Building Jobs for Parents:**

- Expect the best: not of achievements, but personal qualities such as fairness, integrity, persistence, and kindness; "I know you're better than that..."
- Don't treat them as stupid; do treat as someone who is learning to navigate the world. Frame mistakes as wonderful learning opportunities
- Praise them often but honestly about specific achievements ("wins"), and even more about good efforts that fail ("losses")
- Encourage them to push themselves, don't push them: say "What do you have to lose by trying?" "How will you feel if you don't try?"
- Avoid shame: frame bad decisions as *symptoms*, not *sins*

### The Seven C's of Resilience Building

**3. Connections:** THE INVISIBLE LIFELINES that build resilience more than any other factor.

#### **Connection Building Jobs for Parents:**

- Promote physical safety and emotional security within the home: avoid fear-based parenting (yelling, ridiculing and punishments vs. previously agreed upon consequences)
- Remind them that you are crazy in love with them especially in conflict, "love you too much to help you to hurt yourself..."
- Be like the mafia: take their failures as business errors, not personal attacks
- Allow them to express all emotions as long as not abusive: "I
  understand that you hate me right now. I'm sorry for that, but I love
  you too much to let you..."
- Model positive conflict resolution: ("I love you even though we disagree") vs negative (avoiding/exploding)
- Use consequences vs. punishments
- 4. Character: What you do when no one's looking.

#### **Character Building Jobs for Parents:**

- Show how the kid's behaviors affect other people in good and bad ways as ripples in the pond: "you have no idea how happy you made grandmom..."
- Allow them to clarify their own values especially if you disagree: "How
  can you be a Giants fan?" vs. "Tell me what you love about the Giants"
- model the importance of caring for others and what that does for you
- Demonstrate the importance of community: emphasize how for better and for worse we are all connected, and how character makes that connection for the better: "I love helping out your coach. She's an incredible lady to give so much of her time. Look at how she impacts upon your teammates..."
- Help them develop a sense of purpose and meaningfulness of life:
   "What is this all about, for you?" Give them questions, not answers
- Proactively stand up to hateful prejudice. Be very clear how you see that stuff.
- Show how you think of others' needs when making decisions: talk out loud to yourself in front of your kid: "I'd love to play golf today, but mom could really use a break."
- Share own experiences: "I once did a nice thing and no one knew about it but me. That felt great. It felt less great the more people found out" (the hero's dilemma)

### The Seven C's of Resilience Building

#### **5. Contribution:** changing the world, one pebble at a time

#### **Contribution Building Jobs for Parents:**

- Continually reference the "real world" of people in need vs. our "Disney World"
- Model generosity with your own time and money
- Show how we really change the world with one pebble at a time: "that
  one person we fed today might disagree with you that small acts are
  pointless"
- Create opportunities for each child to contribute in some way; don't forget the power of a well-placed bribe (allowance for working in the homeless shelter); extrinsic rewards become intrinsic

### 6. Coping SKILLS: the martial arts of resilience

#### **Coping Skills Building Jobs for Parents:**

- Help them with perspective: to distinguish life horrors from frustrations (i.e. Social rejection vs. Genocide)
- Model positive coping strategies: narrate own responses: "this feels scary right now, but I know the sun will come up; can't let my fear make my decisions..."
- Allow some unstructured "wasted" time: fantasy and play are great tools to solve problems. Outside-the-box thinking
- Model the serenity prayer: "grant me the serenity to accept...to change...the wisdom..."
- Model/narrate (vs. preach) the importance of exercise, nutrition, and adequate sleep: "I feel so much better when I..."

#### **7. Control:** hope in action

#### **Control Building Jobs for Parents:**

- Show how most things happen as a direct result of someone's actions and choices
- Constantly point out their small successes to *remind them that they* can succeed: kids experience much more failure than success
- Link autonomy with responsibility...
- Use consequences versus punishment. Be the calm cop in conflict

Seven "Cs" from *Building Resilience in Children and Teens* courtesy of The American Academy of Pediatrics.

### Teen Mental Health Disorders: Symptoms and Parent Responses

### **Anxiety and Stress Symptoms**

- Feeling nervous or "on edge"
- Unfounded or unrealistic fears
- Trouble separating from parents
- Sleep disturbances (trouble falling/staying asleep)
- Obsessive thoughts and/or compulsive behaviors
- Social avoidance/withdrawal
- Sudden over/undereating with <u>rapid weight loss</u> or gain
- Unexplained physical symptoms (trembling, sweating, shortness of breath, headaches, muscle tension, nausea, diarrhea. stomach pain)

### **Depression Symptoms**

- Apathy/fatigue
- Complaints of pain, (headaches, stomachaches, low back pain, or fatigue)
- Difficulty concentrating
- Difficulty making decisions
- Excessive or inappropriate guilt
- Irresponsible behavior (forgetting obligations, being late for classes, skipping school)
- Sudden over/under eating with <u>rapid weight loss</u> or gain
- Memory loss
- Preoccupation with death and dying (in speech, music, art)
- Sudden and constant anger
- Sadness, <u>anxiety</u>, or a feeling of hopelessness
- Sudden increased/decreased sleep amounts and pattern shifts (napping, insomnia)
- Sudden drop in grades
- Chronic use of alcohol or drugs and/or promiscuous sexual activity
- Withdrawal from friends/activities

### Teen Mental Health Disorders: Symptoms and Parent Responses

### Parental Responses to Possible Anxiety and Depression in Teens:

If you wonder if you need an evaluation, you do! (by a licensed mental health professional) especially if those symptoms continue for 7 to 10 days.

### Use the 3 question technique to screen for suicide risk:

First, ask permission to ask them a tough question, then ask: "Have you recently felt so crummy that you wished that you weren't alive?"

If they answer "yes," this is **yellow alert**. Thank them for their honesty, and ask: "Have you thought about ending your life?"

If they answer "yes," this is **orange alert**. Thank them again and ask: "Have you thought of how you would end your life?"

If they answer "no," get an evaluation ASAP and stay very close until they are seen.

If they answer "yes," this is **red alert**. Hug and reassure them, and **take control**: "Thank you so much for telling me. We'll get you to help immediately."

Get to a crisis center or E.R. immediately, and stay with them.

Never be afraid to use the "S" word (suicide)- your child is safer when you use it!

The information provided in the preceding pages is courtesy of Michael Bradley, Ed.D. Sign up for Dr. Bradley's newsletter at the registration desk, or at www.doctormikebradley.com.

Dr. Bradley is available for phone consultations! Details at www.doctormikebradley.com.

To book Dr. Bradley for a speaking engagement, contact Sandy McWilliams – 253-468-3010 (sandyhsb@gmail.com), or visit his website..

### **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.

### **Future Speakers**



### Dr. Michael Thompson The Nature of Boys

May 1, 2018, 7:00pm May 2, 2018, 9:30am Location: Community House

### **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."

<u>Conclusions/Questions</u>: 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%

<u>Conclusions/Questions:</u> 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%

<u>Conclusions/Questions:</u> 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?

### **When Students Need 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
- Substance Abuse
- Stress
- Attendance problems
- Teacher/student conflict
- Grief and loss
- Behavior management, anger issues
- Bullying, cyber-bullying

- Behavior changes
- Parent Conflict
- Alienation, loneliness
- Drop in grades
- Trauma
- Crisis situations
- Executive functioning
- 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.



### **About Us**

The District 181 Foundation is an independent non-profit organization dedicated to inspiring community involvement and support for education through partnerships, programs and events that enhance District 181's achievement of its vision for our community's schools.

### **Investing in Our Schools**

Funding from the Foundation helps to:

**Encourage creativity and innovation in the classroom** by providing individual teachers with resources to put their ideas for improving student learning into action.

**Bring experts to our community** to educate and inform on topics and challenges in learning and parenting.

**Empower students** to make their school, community, environment or the world a better place.

**Support district-wide initiatives** to enhance the curriculum for all the schools.

### Join Us

The District 181 Foundation is composed of community members who enjoy working on projects and issues that foster new ways of learning and improve the educational experience for the children in our community. We are actively engaged with the educators in our District 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 <a href="mailto:mcooper@d181foundation.org">mcooper@d181foundation.org</a>.

### **Donate Today**

Since 1997, the District 181 Foundation has invested nearly \$1,000.000 in our schools. This is only possible because of the generosity of community members like you. Donate online by visiting our website www.d181foundation.org.



# Social-Emotional resources for D181 parents are available online!

# www.d181.org > Parents > SELAS

Blogs • Books • Online Resources • Research



**Community Consolidated School District 181** 



### The Counseling Center



We support and empower people to change, heal and grow.

We are here to listen and help individuals develop strengths.

Our therapist can help with

- Anxiety & depression
- Grief and loss
- Relationship conflict
- Trauma and emotional wounds
- Life transitions
- Parenting skills
- School failure/refusal

Charlie's Gift is a specialized program offering individual and group therapy and family support services for children and young adults challenged by Autism Spectrum Disorders.

You are not alone—call 630-323-7200 for help.

### 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 Proud Supporter

of District 181 Elementary

School Foundation

Colleen C. Wilcox, Broker (630) 291-9289

colleen.wilcox@cbexchange.com www.HinsdaleBurrRidgeHomes.com



Coldwell Banker Residential-Hinsdale



### **HINSDALE SOUTH**

PARENT ORGANIZATIONS



### **CASINO NIGHT**

February 24, 2018 Ashton Place

Register at: www.hinsdalesouthboosters.org/casino-night

### POST PROM COMMITTE





### Enjoy SUMMER FUN at





- Summer Day Camp
- Kiddle Camp
- Chess Camp
- Coding Camp
- S.T.E.M. Camp
- Basketball Camp
- Flag Football Camp
- Sports Camp
- Arts Camp
- Volunteer Camp
- Cooking Camp

Learn more and register at:

www.thecommunityhouse.org



### YOUTH CLASSES

### Hoopster Tots

Ages: 3-5 Instructor: Skyhawks

Dates: 2/13-3/13 Time: 11:00-11:45am

### Soccer Tots Koalas

Ages: 3-5

Instructor: Skyhawks Dates: 2/15-3/15 Time: 10:00-10:45am

### Boys Lacrosse Skills Camp

Ages: K-4th/ 5th-8th Instructors: Western Springs Lacrosse League Location: Westmont Yard

Dates: 2/4-3/18 Time: 1:00-2:00pm

### Fencing - Beginner

Ages: 8 and up

Instructors: Tracy and Vladimir

Lanchin

Location: Katherine Legge Memorial

Lodo

Dates: 2/19-4/9 Time: 5:45-6:40pm

### Fencing - Advanced

Ages: 8 and up

Instructors: Tracy and Vladimir

Lapshin

Location: Katherine Legge Memorial

Lodge

Dates: 2/19-4/9 Time: 4:45-5:45pm

### Multi Sport Spring Break Camp

Ages: 6-12 years

Location: Clarendon Hills Middle

School

Dates: 3/26-3/29 Time: 9:00am-12:00pm

### 5 Star Weekly Skills Sessions

Ages: 5-12 years

Location: Hinsdale Central High

School Main Gym Dates: 2/4-2/25 Time: 12:00-1:00pm For more information please visit

### TheCommunityHouse.org



The Community House

415 W. Eighth Street, Hinsdale, IL 60521 | (630)323-7500



### S.T.E.M. Classes

### Super Slime

home all of your creations!

DAY

DATES

TIME 9:00-10:00AM

### Coding Classes

Do you love to play video games? This course introduction to programming while getting to know what happens behind the scenes to develop a game

**Holiday Creations:** DATES

TIME 5:00-6:00PM

### Babysitting Certification Classes

Get the knowledge, skill, and confidence you need to care for infants and school-age children.

DAY	DATES	TIME
	2/17	9:00-4:30PM
		9:00-4:30PM

### School's Out Trips

### Hollywood Blvd. Movie Theater

Kick back and relax! We will be seeing a movie at the cinema in comfortable chairs while food is being served to us.

DAY

DATES

TIME 8:00-3:30PM

### Ski Trip

Join The Community House on the slopes at Alpine Valley, Wisconsin's premier skiing destination! Enjoy a day out in the fresh winter air on 21 state-of-the art ski slopes, or snowboarding at the half pipe and terrain park.

DATES DAY

TIME 8:00-7:00PM

### Sky Zone -Indoor Trampoline

Jump the day away at Sky Zone! You will be able to play dodgeball, jump into foam pits, slam dunk all while you are jumping on trampolines!

DAY **DATES** TIME 8:00-3:30PM

For more information please visit

TheCommunityHouse.org



JOIN TODAY

SUPPORT THE PTO



educate

HINSDALE CENTRAL

Where Excellence is Central

inspire

UPDATED WEBSITE COMING SOON





engage







WWW.HCPTO.ORG

# Thank you to District 181 Foundation for supporting our children and families.

Considering a move or a complimentary market analysis on your current home, please call me!



Geri McCafferty Chairman's Club 708-431-6635 Geri.mccafferty@bairdwarner.com



25 W. Chicago Ave, Hinsdale

Thank you District 181 Foundation for supporting our children and families!



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# Strategic Plan

Did you know that District 181 has an approved multi-year Strategic Plan that directs all aspects of our schools and operations?

### Strategic Plan Goal Areas

#### **Academic Success**

Maximize the academic and social-emotional growth of each student

### <u>Organizational Excellence</u>

Attract, develop, and retain high quality staff

### **Culture of Community**

Engage all stakeholders through transparent, respectful communication and collaboration

### Operational Integrity

Ensure fiscal stability and appropriate resources for programming and facilities

### **Our Vision**

To be a community school district where students develop the skills they need to change the world and the confidence they need to do it.

#### **Our Mission**

To provide a premier educational experience that teaches students to be critical thinkers and enables them to achieve their full potential – academically, socially, and emotionally.

www.d181.org > Board of Education > Strategic Plan



# Strategic Plan = Strategic Direction

Throughout the 2015-16 school year, Community Consolidated School District 181 was involved in a comprehensive strategic planning process. In partnership with the firm ECRA Group, Inc., an established leader in educational assessment, research, and analytics, we engaged parents, students, staff, and residents to:

- Align stakeholder expectations and District efforts
- · Create clarity and focus around a shared direction for our future
- · Inform the budgeting process and provide for efficient spending

Our work began with research - we asked stakeholders' thoughts on community values, strengths and challenges, significant issues they would like the District to address, and their vision for the future of our schools. Using that data as our guide, we developed a new Mission, Vision, and long-term goals which were approved by the Board of Education in February 2016. Superintendent Dr. Don White, the administration, and a team of staff then developed an implementation plan. We began implementation in 2016-17, and now in 2017-18, we are moving forward with objectives in year two of implementation.

The Strategic Plan is a living document, interwoven in our daily operations and referenced regularly as we make decisions and set priorities. The Strategic Plan and Key Performance Indicators are maintained through a public, online dashboard, allowing the community to easily follow our progress in achieving each action step as we move forward together.

We invite you to visit our website to explore the public, online Strategic Plan dashboard and learn more about this work!

www.d181.org > Board of Education > Strategic Plan



# HMS Construction Follow along on our progress



### **WEB CAM**

Visit our website to see a webcam, budget documents, bid updates, and an image gallery: www.d181.org > Our District > HMS Construction

### **MEETINGS**

Construction Manager Bulley & Andrews is hosting morning meetings (8am at the HMS Job Site): March 9, April 13, May 11, June 8



# Have you had the conversation with your child?

# Would you like some practical advice on how to do it?

The Robert Crown Center for Health Education and The District 181 Foundation are partnering to bring these two programs to parents this spring.

### Raising Healthy Teens in a Digital Age: Drug Abuse Prevention

Monday March 12, 2018, 7pm at CHMS MRC Tuesday March 13, 9:30am at The Community House

### Raising Healthy Teens in a Digital Age: Sex Ed

Monday April 9, 2018, 7pm at CHMS MRC Tuesday April 10, 9:30am at The Community House

Learn about the trends and stresses in the lives of today's teens, gain understanding of youth development and decision making and come away with tools and strategies to support conversations about these two important topics.

To facilitate conversation, each program is limited to 50 people.

### Registration is required.

Reserve your seat at www.d181foundation.org



Strategic Planning in District 86 is underway.

Strong schools are an essential element of strong communities, and a commitment to constant improvement is an essential element of strong schools.

District 86 is proud of its tradition of excellence and to fulfill our commitment to constant improvement, we are crafting a long-term strategic plan that will create added value for our students and community and provide benchmarks to measure our success.

Follow the process at:

d86.hinsdale86.org/StrategicPlanning

Thank you to the D181 Foundation for generously supporting and collaborating with our teachers to implement innovative programs directly impacting the educational experience of our students and our community.



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# It takes a whole community to make great schools!

The District 181 Foundation partners with individuals and businesses in our community to encourage and support creativity, innovation and excellence in education for all District 181 students.

All of the real estate agents you see throughout this program book are District 181 Foundation Professional Partners. They show their commitment to our schools and our community with their donations each year.

### **D181 Foundation Professional Partners 2018-19**

Tracy Anderson
Kris Berger
Beth Burtt
Linda Feinstein
Anna Fiascone & Tina Porterfield
Tracey Head
Kim Lotka
Geri McCafferty

Dawn McKenna Chris Pequet David & Kathy Ricordati Diane Salach Ginny Stewart Colleen Verbiscer Colleen Wilcox

Learn more about our business partnerships at www.d181foundation.org



415 WEST EIGHTH STREET | HINSDALE, IL 60521 PHONE 630.323.7500 | FAX 630.323.7510

WWW.THECOMMUNITYHOUSE.ORG





Simplify your summer planning with the

# Summer Camp Expo

Thursday, March 8

6:00 p.m. - 8:30 p.m.
Prospect School, Clarendon Hills

A District 181 Family Education Series Event Hosted in Partnership with the D181 Foundation

All community members are invited to this one-stop-shop to meet with exhibitors one-on-one and learn about local and regional overnight camps, sports camps, fine arts programs, science and educational camps, recreation activities, and more. New exhibitors are added every year. Children are welcome!

> Community Consolidated School District 181 630.861.4302 • On Twitter @CC5D181 www.d181.org > Parents > Family Education Events

# On Every Buyer's Wish List.

District 181 has been a shining beacon to Hinsdale families for decades.

Having raised her own kids here, Kim Lotka loves helping new families achieve the 181 experience in the Hinsdale home that's right for them. to

Top 500 Agents Nationally

630.533.8800 kim@kimlotka.com kimlotka.com

Kim Lotka

kim lotka

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District 181 Foundation Board Member 2010-2016

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Email: Colleen.Verbiscer@cbexchange.com

Web: http://colleenverbiscer.com

I'm never too busy for your referrals!

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#### THE LY HOTCHKIN

# ARTS PROGRAM



### SPRING BREAK ARTS CAMP March 26th-30th

Indoor fun in a screen-free zone.

Each day of camp will focus on a different type of artistic medium led by an expert instructor in the field

Explore painting, improv, culinary arts, comic books and magic.\*

MONDAY
Painting/Drawing

TUESDAY Comedy Improv

WEDNESDAY
Culinary Arts

THURSDAY
Comic Book Art

FRIDAY Magic/Illusion

### 2 SESSIONS PER DAY BASED ON AGE

K-2nd Grade meets 8:30am-11:30am

3rd-5th Grade meets 12:30pm-3:30pm

### PRICE PER DAY

\$45 Member \$55 Non Member

PAY FOR ALL 5 DAYS AND SAVE!

\$198 Member \$250 Non Member



# **Preschool Registration**

Preschool Registration is going on now!

Registration is accepted on a first-come, firstserve basis. Space is limited. Participants must reside within District boundaries. Visit www.d181.org > Parents > Registration

# Kindergarten registration

If you haven't registered your child for kindergarten yet, please learn more and complete registration online at www.d181.org > Parents > Registration.



# Weddings & Galas

The Community House provides the perfect setting for your wedding or gala! Kettering Hall is designed to host an elegant reception. The well-appointed room comfortably seats 220.

Also, consider The Community House for your other SPECIAL OCCASIONS, BUSINESS MEETINGS AND PRESENTATIONS.

### Call today! (630) 323-7500

or view details and photos of how our guests have transformed our spaces to create memorable events at www.thecommunityhouse.org.



630-323-7500 | www.thecommunityhouse.org

The Communi

e | 415 W. Eighth Street | Hinsdale, IL 60521



Proud fan, SUPPorter & realtor of district 181



# for all your hinsdale real estate needs





### DIANE SALACH, ABR

The Salach Residential Group Coldwell Banker Hinsdale 630.327.2926 cell 630.455.8411 direct www.thesalachgroup.com diane.salach@cbexchange.com

Tell me and I forget, teach me and I may remember, involve me and I learn.

- Benjamin Franklin



### Simply Put...

Thank You to All the Teachers, Administrators, and Volunteers in the Hinsdale School District For Their Dedication and Their Leadership Through Example.

Ginny Slewart ginny@ginnyhomes.com 630-738-0077

Village | Sotheby's



### **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 <a href="www.d181foundation.org">www.d181foundation.org</a> 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 <a href="mailto:KIDSGrant@d181foundation.org">KIDSGrant@d181foundation.org</a>



# **Notes**



Being a true community bank means doing our part to give back to the local charities and social organizations that unite and strengthen our communities. We're particularly proud to support the District 181 Foundation and its dedication to inspiring community involvement and support for creativity, innovation, and excellence in education for all District 181 Students.



HINSDALE'S COMMUNITY BANK

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